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AUTHOR Malcolm-Rodgers, R.
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ABSTRACT

This manual outlines Maryland's community college course evaluation system. Part I provides a historical overview of continuing education in Maryland, including the legal provisions establishing the development of continuing education courses as a function of community college instructional development. Part II presents policies for state participation in continuing education courses. Part III highlights evaluation criteria for continuing education courses, including those submitted for state funding and those for which state funding is not requested. Parts IV, V, VI present instructions for the completion of various forms required for state funding: Continuing Education Courses for State Funding, Data Monitoring Form, and Enrollment Report for (Equated Credit) Continuing Education Courses. Part VII provides instructions for submitting data on courses for which aid is not requested. After part VIII details the annual community college continuing education reporting schedule, part IX describes the continuing education data tape submission process, developed to provide standard computer programs for institutional reporting and data analysis. Parts X, XI, XII, and XIII describe processes for resubmission for funding, appeal, biennial review, and continuing education course inventory. (HB)

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MARYLAND COMMUNITY COLLEGES

CONTINUING EDUCATION MANUAL

R. Malcolm-Rodgers

Maryland State Board for Community Colleges
Annapolis, Maryland 21401
July 1983

VC 830 450

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PREFACE

Continuing Education in the State of Maryland has expanded rapidly in the past twenty years. Over 150,000 Maryland citizens are currently enrolled in one or more of the continuing education courses offered throughout the state.

In Maryland, continuing education represents noncredit courses designed for adult learners. These courses satisfy vocational, academic, and personal enrichment needs of both the traditional and nontraditional student. Of our current 8,311 courses, over 60 percent are targeted for training and professional upgrading, and another 30 percent are designed for developmental and remedial upgrading for adults. The need to provide low-cost education for adult learners, the importance of community education, and the concept of offering courses in locations convenient to the student are the central tenets of the State's continuing education system.

The State Board for Community Colleges is committed to a quality and comprehensive continuing education course system, and will continue to facilitate the efforts being made by colleges to respond to the varied interests of the adult learner and the nontraditional student. The potential of continuing education is great, and the State Board for Community Colleges will continue throughout the eighties to facilitate the growth and accountability of the system.

James D. Tschechtelin
Executive Director

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RESOLUTION

WHEREAS, Maryland community colleges have developed a variety of continuing education course offerings which have significantly expanded adult learning opportunities for the citizens of the State of Maryland;

WHEREAS, Continuing education courses in Maryland community colleges provide the citizens of Maryland with courses which are convenient, low-cost, and of high quality;

WHEREAS, Maryland community colleges, as providers of continuing education, have developed a variety of instructional offerings for the upgrading of employee job-related skills to assist business and industry;

WHEREAS, Continuing education courses in Maryland community colleges have provided a network of public service courses, as well as accessible career development and developmental educational offerings which foster the enhancement of the quality of life for all citizens of the State of Maryland;

WHEREAS, Maryland community colleges, as providers of continuing education, offer a vital service to Maryland citizens served by the community colleges and demonstrate the commitment of the community colleges to the concept of education as a lifelong process;

NOW, THEREFORE, BE IT RESOLVED, That the Maryland State Board for Community Colleges reaffirms its encouragement and support of the colleges for their development of continuing education courses as stated in this Board's Resolution of January 1971. Further, the Board recognizes the significant contribution this aspect of the community college system has made by providing varied and excellent educational services and opportunities to the citizens of the State of Maryland.

Adopted by
Maryland State Board for Community Colleges
May 1978

I. HISTORICAL OVERVIEW

Continuing Education in the State of Maryland has expanded rapidly in the past ten years. Since the establishment of the very first community college in 1946 continuing education course development has been an important element of the community college mission. Title 16 of the Education Article of the Annotated Code of Maryland establishes the development of continuing education courses as a function of community college instructional development.

Section 16 - 203 (i)

Subject to the minimum standards of the State Board for Community Colleges, each board of trustees may determine entrance requirements and approve offerings that consist of:

(1) Transfer programs offering the equivalent of the first two (2) years of a bachelor's degree program;

(2) Career programs offering technical, vocational, and semi-professional education; and

(3) Continuing education programs.

The definition of continuing education as used in the State supported system of continuing education is a restrictive one. State supported continuing education is defined as only those noncredit adult education courses which have been evaluated and approved by the State and which are offered to satisfy the vocational-development, professional-development, and self-development needs of part-time and returning adult students.

Community service learning activities are defined as those activities which do not receive State suppport and which are offered to all age groups in the community for enhancement of personal and community development in the social, economic, cultural, and civic areas. State supported continuing education in Maryland must be in a course format. Community service instruction need not be in a course format and frequently is offered as short-term instructional activities, such as seminars, workshops, etc.

As part of its coordinating function, the Maryland State Board for Community Colleges on January 13, 1972 approved a resolution supporting and encouraging the State's community colleges in the development and expansion of their continuing education programs. In August of that year, the Board issued its first guidelines for State participation for the support of continuing education noncredit learning activities.

The guidelines issued at that time for the support of State participation in community services form the basis of what is the current evaluation criteria of continuing education courses:

(1) The exclusion of recreational or avocational courses from the funding formula;

(2) The basis of 15 contact hours to a credit for the purpose of generating an equated FTE;

(3) The concept that no course will be funded unless it is provided for students 16 years of age and older;

(4) The concept that no courses will be funded from more than one public agency; and

(5) The submission to the State Board for Community Colleges of all coursework in the noncredit area.

In 1976, the State Board for Community Colleges using these criteria instituted the continuing education course evaluation system outlined in this manual. This manual is the third edition; the first was published in July 1976. In May of 1978, the State Board for Community Colleges adopted its second resolution reaffirming its support and encouragement of the colleges commitment to noncredit instruction.

In the 1970-1971 school year, fourteen community colleges offered 810 continuing education/community service courses to 19,578 Maryland residents. Today, 17 colleges offer 7,611 continuing education/community service courses to 153,000 Maryland registrants.

Continuing education is a vital component of Maryland's comprehensive community college system. It currently represents 15 percent of the State support provided to Maryland's community colleges and provides the backbone of much of the job-retraining efforts underway in the State. Much of the adult education provided in Maryland is offered either directly or indirectly through the continuing education divisions of the locally governed colleges, and all of the colleges are involved with their county government and county business and industry in local community development efforts.

Excellent cooperation exists between Maryland community colleges, not only, with business and industry, but also, with other community colleges in the offering of continuing education courses. Team approaches, joint working relationships and other cooperative endeavors have greatly assisted the citizens of this State achieve their educational goals. Maryland's community colleges; however, do not offer courses outside of their political subdivisions without first giving the opportunity to the local community college to offer the requested course and/or service. This right of first refusal concept has been the cornerstone of the spirit of cooperation that exists within the Maryland community college system.

Meeting the challenge of serving both the younger and older than the traditional college age population with quality instruction is a continuing education priority. Community colleges in conjunction with the State Board for Community Colleges have worked diligently at establishing continuing education as an instructional medium which enhances the quality of life for all citizens of the State and provides each with quality continuing learning opportunities. In Maryland, continuing education forms the backbone of the community colleges' instructional offerings.

II. CONTINUING EDUCATION POLICIES

The following policies for State participation in continuing education courses have been adopted by the State Board for Community Colleges under COMAR 13C.01.01.05 General Policies, Title 13 Education. Community colleges shall adhere to the guidelines and procedures specified below and shall operate in accordance with the schedule and format contained in this manual. Except as otherwise stipulated in this manual, all General Policies of the Board shall be equally applicable to credit programs and continuing education courses.

(1) Enrollment information shall be submitted to the Board for all continuing education courses taught by the community colleges during each fiscal year.

(2) Continuing education courses shall be approved for State funding based upon a review by the State Board for Community Colleges of course titles, course descriptions, and course objectives.

(3) Continuing education courses which are approved for State funding shall be conducted in accordance with the approved description and objectives and shall be advertised consistently under the title approved by the Board.

(4) Continuing education courses shall be taught for a minimum of five (5) course hours to be eligible for State funding.

(5) Recreational courses may not be approved for State funding.

(6) Approval for State funding of a continuing education course shall be for a period of not less than two (2) fiscal years unless the college has been otherwise notified in writing by the State Board for Community Colleges.

(7) New submission and evaluation criteria for State funding may not be applied retroactively to approved continuing education courses.

(8) Original enrollment records for continuing education courses, certifying student eligibility for State aid shall be retained by the colleges for a period of not less than five (5) years.

(9) When two (2) or more community colleges jointly sponsor a continuing education course, participating students shall be enrolled, recorded, and registered by the institution which will ultimately submit them for State funding.

(10) All students enrolled in continuing education courses for which State funding is requested shall complete and sign individual registration forms certifying student residency.

(11) All students enrolled in continuing education courses for which State funding will be requested shall pay tuition or fees or both, unless otherwise permitted by State law.

(12) Community colleges may not receive State funding for students under 16 years old enrolled in continuing education courses, unless otherwise permitted by State law.

(13) High school students concurrently enrolled in continuing education courses which are part of their high school curriculum may be submitted for State funding.

(14) Community college employees who are enrolled in continuing education courses on a tuition-free basis, either through tuition waiver, tuition payment-reimbursement, or by direct finance of the course work by individual college departments, may not be submitted for State funding.

(15) Instruction in continuing education courses shall involve direct faculty and student contact.

(16) Continuing education courses which are approved for State funding shall be open to the public.

(17) Community colleges may not identify a continuing education course or a series of continuing education courses as credit program(s) or award credit degree(s) or credit certificate(s) for the successful completion of continuing education course work, as specified in the Minimum Requirements for Degree-Granting Two Year Colleges.

(18) Each community college shall maintain an open file of general course descriptions and set of course objectives for each continuing education course offered.

Related Financial Policies and Law

(1) If State or federally funded contracts or grants, or both, pay for program or course costs, or both, State aid will not be paid for that proportion of full-time equivalent students whose total costs are funded by the grant or contract (effective July 1, 1978). Reference should be made to State Board Policy COMAR 13C.01.01.04H and the related procedures and exceptions.

(2) A community college shall receive prior approval from the Maryland State Board for Community Colleges before entering into a contractual agreement with any organization or institution which offers instruction leading to the generation of credit or equated credit which shall be submitted for State aid.

(3) Persons 60 years old or older or retired and disabled - Any resident of this State who is 60 years old or older, or, who is retired and disabled as defined by the Social Security or Railroad Retirement Act, and who enrolls in any class, which is eligible under §16-403 of this title for State support, at the community college:

- Shall be exempt from payment of tuition; and
- Shall be counted in computing full-time equivalent enrollment under §16-403 of this title if enrolled in any class that is eligible for State support.

The above language does not prohibit a community college board of trustees from offering senior citizens other educational opportunities free of charge, provided that the senior citizen is not counted in computing full-time equivalent enrollment for the purpose of receiving State support.

(4) Students shall be classified by their legal domicile to insure that out-of-state students do not enter into the computation of full-time equivalent students for State aid purposes.

(5) The Education Article §8-201, Annotated Code of Maryland, defines gifted and talented children as follows: "In this subtitle 'gifted and talented child' means an elementary or secondary school student who is identified by professionally qualified individuals as having outstanding abilities in the area of: (1) general intellectual capabilities; (2) specific academic aptitudes; or (3) the creative, visual, or performing arts." Consistent with

the policy of the State to encourage programs for the gifted and talented, community colleges may permit enrollment by student identified by the appropriate school authorities as gifted and talented in accordance with the above definition.

(6) Residency COMAR 13C.01.01.10 - In establishing the domicile of a person enrolling in a noncredit continuing education course at a community college, a person shall indicate on a signed registration document whether he is a resident of the State and the county or region.

(7) Business and Industry COMAR 13C.01.01.10I - Not withstanding any other provision, a community college may adopt a policy allowing it to enter into a contract with a business or industry that maintains facilities, operates, or does business in the State to provide education or training for company employees for a set contractual fee in place of payment of tuition under the following conditions: The employees enrolled under this program shall be treated as any other student in accordance with college policies of the State Board for Community Colleges.

III. EVALUATION CRITERIA FOR CONTINUING EDUCATION COURSES

There are two major categories of noncredit courses that comprise the continuing education curriculum of Maryland community colleges—courses for which State funding is requested and courses for which State funding is not requested. Procedurally, the State Board for Community Colleges handles the two categories differently.

Courses Submitted for State Funding

All continuing education courses for which enrollment data are to be submitted for State funding are individually reviewed and evaluated by the State Board for Community Colleges Director of Continuing Education. The review is based on the following criteria:

> Descriptive information for each continuing education course is submitted to the State Board for Community Colleges on the SBCC-CC-10 form. The course description, course objective, and course title listed on the CC-10 must illustrate the skill or knowledge to be developed and the student outcomes expected for each continuing education course. Continuing education courses are normally deemed eligible for State funding when the submitted CC-10 information contains clearly-defined course descriptions and objectives which focus on the areas of vocational-technical education, supplemental, certification, licensure, or relicensure educational requirements for professionals and others within the community colleges' service areas, industrial training, developmental education, consumer education, community development, and health and safety education.

Courses may be given special consideration for State funding when they provide learning opportunities for the elderly, and when they provide educational and training opportunities for the handicapped.

Courses for Which State Funding is Not Requested

The State Board for Community Colleges maintains a file of all noncredit courses offered in Maryland community colleges which are not submitted for State funding. There is no review of these courses. Colleges are required to submit a SBCC-CC-11 for such courses, which includes the title, course hours, course numbers, and course intent. Courses in this category fulfill the community service needs of each college service area.

IV. INSTRUCTIONS FOR COMPLETION OF THE SBCC-CC-10 FORM

The purpose of the SBCC-CC-10 form, "Continuing Education Courses for State Funding," is to help the colleges transmit to the State the course description and objectives needed to determine the eligibility of continuing education courses for State funding. The SBCC-CC-10 form can be obtained from the State Board for Community Colleges offices. The form, which is color coded to illustrate the fiscal year in which the course is reviewed by the State Board for Community Colleges, may be submitted throughout the year; however, SBCC-CC-10 forms received by the State Board for Community Colleges less than 30 days prior to official State aid payment dates of November 1, March 1, and July 5 will not be included in the State aid payment request.

The SBCC-CC-10 form, which must be typed with all relevant areas completed, is to be forwarded to the attention of the Director of Continuing Education, State Board for Community Colleges. The SBCC-CC-10 form must be accompanied by a transmittal form (SBCC-CC-11) listing the courses which are being presented for review. Forms unaccompanied by a transmittal form will be returned to the college.

The State Board for Community Colleges will not make any changes or revisions on either the submitted SBCC-CC-10 or SBCC-CC-11 forms. If changes in the related information are required, the forms will be returned to the college. Please note the following in the submission of the SBCC-CC-10 form:

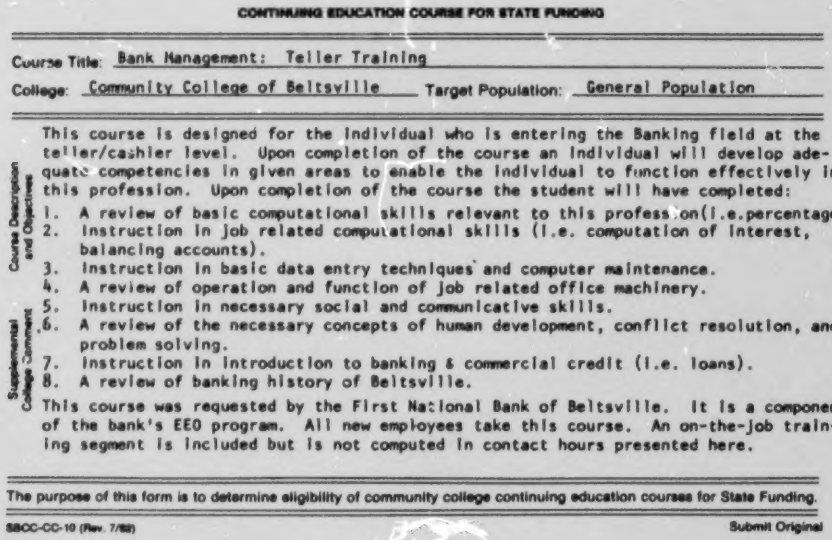
1. An SBCC-CC-11 form indicating each submitted courses eligibility shall be returned to the individual colleges within 14 working days.

2. All changes to a college course inventory (new submission, resubmission, deletion, etc.) will be made as of the end of each calendar month. Colleges may request inventories illustrating their new entries after this time.

3. The SBCC-CC-10 must be typewritten with all appropriate information included on the individual form.

All continuing education course descriptive material is to be submitted on the SBCC-CC-10 as illustrated.

Sample SBCC-CC-10 Form, Continuing Education Courses for State Funding.



CONTINUING EDUCATION COURSE FOR STATE FUNDING

Course Title: Bank Management: Teller Training

College: Community College of Beltsville Target Population: General Population

Course Description and Objectives

This course is designed for the individual who is entering the Banking field at the teller/cashier level. Upon completion of the course an individual will develop adequate competencies in given areas to enable the individual to function effectively in this profession. Upon completion of the course the student will have completed:

1. A review of basic computational skills relevant to this profession(i.e.percentages)
2. Instruction in job related computational skills (i.e. computation of interest, balancing accounts).
3. Instruction in basic data entry techniques and computer maintenance.
4. A review of operation and function of job related office machinery.
5. Instruction in necessary social and communicative skills.
6. A review of the necessary concepts of human development, conflict resolution, and problem solving.
7. Instruction in introduction to banking & commercial credit (i.e. loans).
8. A review of banking history of Beltsville.

Supplemental College Comment

This course was requested by the First National Bank of Beltsville. It is a component of the bank's EEO program. All new employees take this course. An on-the-job training segment is included but is not computed in contact hours presented here.

The purpose of this form is to determine eligibility of community college continuing education courses for State Funding.

SBCC-CC-10 (Rev. 7/82) Submit Original

Side I

Course Title - The title of the continuing education course identified here must accurately represent the course content. The complete title should be shown in this area. Use no abbreviations.

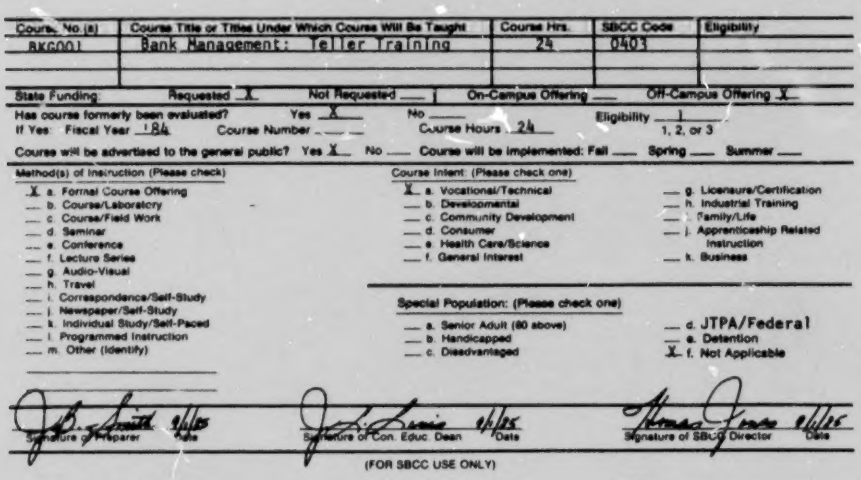
College - Name of the community college proposing the course.

Target Population - Indicate the population for which the course is intended. If a course is designed for a specific group of students, it should be so indicated.

Course Description and Objectives - The course description and objectives provided must be succinct statements of the objectives of the course, the skill or knowledge to be taught, and the expected student outcomes. Course descriptions must clearly indicate the intent of a course.

Supplemental College Comment - The supplementary information section may be used to provide the State Board for Community Colleges with any information pertaining to the continuing education course's community support, reference to any special studies supporting implementation of the course, information pertaining to special licensing and certification received upon completion of the course, or any other information establishing the need for the course in the college's service area.

Sample SBCC-CC-10 Form, Continuing Education Courses for State Funding.



Course No.(s)	Course Title or Titles Under Which Course Will Be Taught	Course Hrs.	SBCC Code	Eligibility
BKG001	Bank Management: Teller Training	24	0403	

State Funding: Requested X Not Requested ___ | On-Campus Offering ___ Off-Campus Offering X

Has course formerly been evaluated? Yes X No ___ Eligibility ___1___
If Yes: Fiscal Year 84 Course Number ___ Course Hours 24 1, 2, or 3

Course will be advertised to the general public? Yes X No ___ Course will be implemented: Fall ___ Spring ___ Summer ___

Method(s) of Instruction (Please check)
- X a. Formal Course Offering
- ___ b. Course/Laboratory
- ___ c. Course/Field Work
- ___ d. Seminar
- ___ e. Conference
- ___ f. Lecture Series
- ___ g. Audio-Visual
- ___ h. Travel
- ___ i. Correspondence/Self-Study
- ___ j. Newspaper/Self-Study
- ___ k. Individual Study/Self-Paced
- ___ l. Programmed Instruction
- ___ m. Other (Identify)

Course Intent: (Please check one)
- X a. Vocational/Technical
- ___ b. Developmental
- ___ c. Community Development
- ___ d. Consumer
- ___ e. Health Care/Science
- ___ f. General Interest
- ___ g. Licensure/Certification
- ___ h. Industrial Training
- ___ i. Family/Life
- ___ j. Apprenticeship Related Instruction
- ___ k. Business

Special Population: (Please check one)
- ___ a. Senior Adult (60 above)
- ___ b. Handicapped
- ___ c. Disadvantaged
- ___ d. JTPA/Federal
- ___ e. Detention
- X f. Not Applicable

Signature of Preparer 4/15 Date | Signature of Con. Educ. Dean 4/15 Date | Signature of SBCC Director 4/15 Date

(FOR SBCC USE ONLY)

Side 2

Course No.(s) - The course number(s) under which the continuing education course is to be offered for a two-year period. No two courses may have the same course number, and if a course has multiple titles, each title must have a unique course number.

Course Title or Titles Under Which Course Will Be Taught - The course title(s) under which the continuing education course will be offered shall be entered here.

Course Hours - The maximum number of hours for which the continuing education course will be taught. Use only whole numbers to represent course hours.

SBCC Subject Matter Code - To be completed by State Board for Community Colleges. (See Appendix B)

Eligibility - To be completed by State Board for Community Colleges. The eligibility of a course for State aid shall be reflected by the following codes: (1) Approved for State aid, (2) Not Approved for State aid, (3) State aid Not Requested.

State Funding Requested or Not Requested - To be completed by college.

On/Off Campus Offering - Check appropriately.

Has course formerly been reviewed? - Answer appropriately. If yes, complete all blanks.

Will this course be advertised to the general public? - Check one.

Course will be implemented - Check one.

Method(s) of Instruction - Check appropriate answer. The college must identify the instructional methods which are incorporated in each continuing education course.

Course Intent - Check the one area that is most representative of the course content.

Special Population - Check one.

Signatures and Dates - The preparer of the SBCC-CC-10 form and the chief administrator of continuing education at the college must date and sign all forms. Unsigned forms will be returned to the college.

V. INSTRUCTIONS FOR COMPLETION OF THE SBCC-CC-11 FORM

All continuing education courses submitted for review must be accompanied by a SBCC-CC-11 form, Data Monitoring Form—Continuing Education Courses for State Funding. This form is used in conjunction with the SBCC-CC-10 form. The purpose of the SBCC-CC-11 is to simplify for both the community colleges and the State Board for Community Colleges the recording of individual courses submitted to the Board for State funding and to transmit to the colleges the Board's decisions pertaining to course eligibility for State funding.

The State Board for Community Colleges will forward the necessary number of copies of the form to each community college. The SBCC-CC-10 forms forwarded to the Board without an accompanying SBCC-CC-11 will be returned to the college. For courses which have multiple titles and/or numbers, all titles and numbers must be listed on the SBCC-CC-11 form.

All continuing education course descriptive material is to be submitted on the SBCC-CC-11 as illustrated.

Side 1

New Submission - If the course has never been submitted to the Board for review or has been submitted to the Board and returned to the college without action, please check under the New Submission column.

Resubmission - If the course has been previously submitted to the Board for review and is currently listed in the State Board Continuing Education Inventory, please check under the Resubmission column.

Course Number - Courses should be listed on this form in numerical order using this number.

Fiscal year - Indicate the current fiscal year if a new or resubmission. For a deletion indicate fiscal year of most recent approval.

College Course Title - Please indicate the course title. If the complete title exceeds 48 spaces, please abbreviate.

Course Hours - List the course hours as the item appears on the SBCC-CC-10 form.

Course Intent - Using the letters listed on Side Two of the SBCC-CC-10, indicate the area that is most representative of the course intent.

Special Population - Using the letters listed on side two of the SBCC-CC-10 card, indicate special population that will be served by this course.

SBCC Code and Eligibility - The State Board for Community Colleges will complete these sections of the form.

Comment - This section may be used to indicate to the college the reason a specific course(s) eligibility is in question.

Side 2

Deletion - If the course is to be deleted from your college inventory, check under the Deletion column. List only the course number and course title. Courses may not be deleted from a college continuing education inventory if any FTEs have been generated during the current fiscal year.

Courses Aid Not Requested - If the Course is not being submitted for aid, please check under the Courses Aid Not Requested column.

Course Number - Courses should be listed on this form in numerical order using this number.

Fiscal year - Indicate the current fiscal year if a new or resubmission. For a deletion indicate fiscal year of most recent approval.

College Course Title - Please indicate the course title. If the complete title exceeds 48 spaces, please abbreviate.

Course Hours - List the course hours as the item appears on the SBCC-CC-10 form.

Course Intent - Using the letters on side two of the SBCC-CC-10, indicate the area that is most representative of the course intent.

Special Population - Using the letters listed on side two of the SBCC-CC-10 card, indicate special population that will be served by this course.

SBCC-Code and Eligibility - The State Board for Community Colleges will complete these sections of the form.

Sample SBCC-CC-11 form, State Board for Community Colleges Data Monitoring Form Continuing Education Courses for State Funding:

SIDE ONE

STATE BOARD FOR COMMUNITY COLLEGES
DATA MONITORING FORM
CONTINUING EDUCATION COURSES FOR STATE FUNDING

FISCAL YEAR_____ DATE ENTERED IN COMPUTER_____ DATE RETURNED_____ COLLEGE _____

	New Submission	Resubmission	Course Number	Fiscal Year		Course Hours		Course Intent	Special Pop.	SBCC Code	Eligibility	Comment
5												
10												
15												
20												

No. of CC-10's Sent to SBCC: _____ Date _____ Signature of Preparer _____

SBCC-CC-11:7/83

SIDE TWO

STATE BOARD FOR COMMUNITY COLLEGES
DATA MONITORING FORM
CONTINUING EDUCATION COURSES FOR STATE FUNDING

FISCAL YEAR_____ DATE ENTERED IN COMPUTER_____ DATE RETURNED_____ COLLEGE_____

	Deletions	Aid Not Requested	Course Number	Fiscal Year		Course Hours	Course Intent	Special Pop	SBCC Subject Code	Eligibility	Comment
5											
10											
15											
20											

No. of CC-10's Sent to SBCC: _____ Date _____ Signature of Preparer _____

SBCC-CC-11:7/83

VI. INSTRUCTIONS FOR COMPLETION OF THE SBCC-CC-3 FORM

When the SBCC-CC-10 information has been reviewed and the continuing education course has been approved for State aid, the SBCC-CC-3 form, Enrollment Report for (Equated Credit) Continuing Education Courses, is completed to secure State aid payment.

State reimbursement for continuing education courses is computed on the basis of enrollment data. The SBCC-CC-3 form is used by the community colleges for reporting enrollment in continuing education (equated credit) courses which have been previously approved for funding by the State Board for Community Colleges. The SBCC-CC-3 form provides the SBCC with the following certification statement relating to enrollment data:

> This is to certify that _____ Community College is eligible for State Aid for the Maryland residents enrolled in courses approved by the State Board for Community Colleges reported above for the _____ aid period of fiscal year 19 ____, computed in accordance with the above instructions. I do solemnly declare and affirm under the penalties of perjury that the contents of the foregoing document are true and correct to the best of my knowledge and belief and that the submission conforms to provisions of the General Policies of the State Board for Community Colleges and applicable statutes.

An important relationship exists between the SBCC-CC-10 and the SBCC-CC-3. Data entries on the SBCC-CC-10 effect the payment of State aid based on the SBCC-CC-3 submissions. Please note the following for the proper completion of the SBCC enrollment report for continuing education (equated credit) courses.

1. The procedures for the measurement of enrollment in equated credit continuing education courses are generally consistent with those procedures used in the credit area (See Financial Guidelines Manual):

   - In continuing education courses, instructional time is measured in terms of 50 minute course hours in which there is direct faculty-student contact.

   - FTE student enrollments in continuing education courses are measured at a point in time which is 20 percent of the total course hours. If one-fifth of the course hours does not fall at the end of a class meeting, FTE student enrollment should be measured at the end of the class meeting in which one-fifth of the total number of course hours fall.

- Only those students who have registered prior to the one-fifth point and who are enrolled at the one-fifth point can be claimed for State aid purposes. All other students participating in the course should be identified as an ineligible student and listed in column 5.

- FTE student enrollment is reported as enrollment for the fiscal year in which the 20 percent point is measured.

- The SBCC-CC-3 reports may be submitted to the State Board for Community Colleges throughout the fiscal year, but in no case later than the last reporting deadline for the fiscal year in which the reported student enrollment is measured.

- The filing dates for the report of SBCC-CC-3 are in October for a Fall payment, February for a Spring payment, and July for a final Summer payment.

- Corrections to the SBCC-CC-3 report should be made as soon as possible after the discrepancies are identified and should be reported to the SBCC in the format indicated in Section 3. If, as part of the college's annual audit, a discrepancy is found in SBCC-CC-3 data, that discrepancy should be reported as part of the SBCC-CC-4 process.

2. Prior to completing the SBCC-CC-3 form, Enrollment Report for (Equated Credit) Continuing Education Courses, a college should request a State Board for Community Colleges Continuing Education Course Inventory for their college. Before completing the SBCC-CC-3, colleges should verify that all new course submissions have been added to the file correctly, and that the elements of their college's continuing education course inventory are identical to those of the State. Should an error be found in the SBCC Continuing Education Course Inventory, it should be reported immediately to the State Board for Community Colleges in writing.

When completing the SBCC-CC-3 form, Enrollment Report for (Equated Credit) Continuing Education Courses:

- Colleges must assign a unique course number and course title to each continuing education course at the time it is submitted to the State Board for Community Colleges for approval. The course title and course number approved by the State Board for Community Colleges on the SBCC-CC-10 form are the course number and course title that must be consistently used for reporting purposes on the SBCC-CC-3 and courses submitted through the SBCC-CC-4 audit adjustment process.

Discrepancies (between title and course number, etc.) will result in no State aid payment at that time.

- In courses approved for special student populations, the State makes payment only for the special interest group participants. Such courses are deemed ineligible for any other students.

- Courses listed on the SBCC-CC-3 must have been approved by the State Board for Community Colleges prior to the SBCC-CC-10 closing date for that aid payment. Course approval is not retroactive.

- Course titles reported on the SBCC-CC-3 enrollment report should correspond to the title(s) listed on the SBCC-CC-10 form. Conflicts between the submitted SBCC-CC-3 report course titles and those listed in the SBCC Course Inventory will be reconciled by verification of the SBCC-CC-10 form on file for the disputed course numbers.

- Course hours reported on the SBCC-CC-3 enrollment report should correspond to those hours listed on the SBCC-CC-10 form. Payment will not be made for any continuing education course whose hours are 25 percent below or any number above the hours listed on the approved SBCC-CC-10.

- Conflicts between the submitted SBCC-CC-3 report course hours and those listed in the State Board for Community Colleges Course Inventory will be reconciled by verification of the SBCC-CC-10 form on file for the disputed course numbers.

- Equated course hours appear in column 3 of the Enrollment Report for (Equated Credit) Continuing Education Courses. Equated course hours are calculated by dividing the total course hours by 15 and rounding to two decimal places. The standard decimal rounding technique is used by the State Board for Community Colleges in its calculation of this item. Below is an example of standard decimal rounding:

Illustration of Standard Decimal Rounding

Round .443 to two decimals = .44

Round .447 to two decimals = .45

Round .445 to two decimals = .44

Since 5 is halfway, round it using the following rules:

If the preceding number is even, simply drop it (e.g. .445 = .44).

If the preceding numeral is odd, round it up (e.g. .455 = .46).

- Each college must identify for all submitted courses the percent aid requested per individual course or course section (0-100%). Enrollment data for students who are subject to COMAR 13C.01.01.05 for State or federally funded contracts or other policies may be reported using the percent aid option.

- Certification of the SBCC-CC-3 State Board for Community Colleges Enrollment Report for (Equated Credit) Continuing Education courses requires signatures of both the college President and the continuing education dean.

- The SBCC-CC-3 form is a contractual instrument between the community college and the State. Signatories of this document are affirming that the contents of the document are true and correct to the best of their knowledge and beliefs and that the submission of the data conforms to provisions of the general policies of the State Board for Community Colleges and applicable statutes.

A completed sample of the SBCC-CC-3 form, Enrollment Report for (Equated Credit) Continuing Education Courses, and a sample of the continuing education data tape printout are shown on pages 27 and 28.

3. When data for a course submitted in one aid period need to be changed, that course/section change should be submitted during the next aid period. If the discrepancy in data requires the addition of students, the additional data should be submitted on the next report. If the discrepancy in data requires the substraction of students, an amended SBCC-CC-3 should be submitted to the State Board for Community Colleges in the following manner:

   - Prepare a hard copy SBCC-CC-3 report labeled Amended Report. Indicate on the form the aid period for which the revision is being submitted.

   - Indicate on the form the original entry and corrected entry.

   - Make Adjustments to the freeze file for the aid period for which the revision is being made and change students or courses as needed.

A completed sample of an amended hard copy SBCC-CC-3 form is shown below:

AMENDED COPY

STATE BOARD FOR COMMUNITY COLLEGES
ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES

Aid Period: Fall X Spring ____ Summer ____

COMMUNITY COLLEGE OF BELTSVILLE
(Community College)

Col. 1			Col. 2	Col. 3 (Col. 2 ÷ 15)	Col. 4	Col. 5	Col. 6 (Col. 3 x Col. 4 ÷ 30)	Col. 7	Col. 8
Continuing Education Courses									
Course Number	Section Number	Course Title	Total Course Hours	Equated Course Hours	Eligible Maryland Residents	Ineligible Students	FTE Students	Percent Aid Requested	FTE for State Aid
AB-09	2	First Aid	9.0	.60	15	6	.30	100	.30
CF-04	3	Communication Techniques for Managers	19.2	1.28	- 1		-.04	100	-.04
HM-27	3	Basic Cardiac Life Support Training	9.6	.64	11		.23	100	.23
KG-08	3	Assertiveness Training for LPN's	7.8	.52	33	12	.57	100	.57
		TOTALS	45.6	3.04	58	18	1.06	100	1.06

INSTRUCTIONS: Column 1—the course number and section number should each contain no more than six (6) characters; the course title should be abbreviated to no more than fifty (50) characters. Column 3—divide column 2 by 15 and enter the result of this division. Column 6—multiply the equated credits (column 3) by the number of eligible Maryland residents (column 4), divide this product by 30, and enter the result. Column 6 should show two decimal places. Column 7— should show the percent aid requested; 0 - 100 percent no decimals. Column 8—should show two decimal places.

CERTIFICATION OF MARYLAND STUDENTS FOR STATE AID

This is to certify that BELTSVILLE community college is eligible for State Aid for the Maryland residents enrolled in courses approved by the State Board for Community Colleges reported above for the Fall aid period of fiscal year 19 84, computed in accordance with the above instructions. I do solemnly declare and affirm under the penalties of perjury that the contents of the foregoing document are true and correct to the best of my knowledge and belief and that the submission conforms to provisions of the General Policies of the State Board for Community Colleges and applicable statues.

John Smith Jul. 1, 1983
(Signature of Continuing Education Dean) (Date)

Mary Jones Jul 1, 1983
(Signature of President) (Date)

SBCC:CC-3 (Rev. 7/83)

4. The SBCC-CC-4 Annual Financial Report to the Maryland State Board for Community Colleges, is a special purpose report needed by the State Board for Community Colleges to fulfill its responsibilities in administering State aid to community colleges. The college shall engage a certified public accountant to examine the contents of this report, and the independent certified public accountant shall express his opinion as to the accuracy and reliability of the financial and enrollment data included (Equated credit student enrollment shall be audited with the same due diligence as applied to the colleges financial statements).

   Any errors or omissions in any previously filed SBCC-CC-3 enrollment reports shall be disclosed on Exhibit X of the Annual Financial Report, (SBCC-CC-4). When additional FTEs are claimed as a result of the audit, the college must submit a properly executed SBCC-CC-3 document to substantiate this claim. After the annual audit of each community college, any discrepancy between the payments made to the college and the actual State share due under Education Article Section 16-403, Annotated Code of Maryland, for the preceding fiscal year, shall be compensated for in the November State aid payment of the succeeding year.

Sample copy of SBCC-CC-3 form, State Board for Community Colleges Enrollment Report for (Equated Credit) Continuing Education Courses:

STATE BOARD FOR COMMUNITY COLLEGES
ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES

Aid Period: Fall X Spring _____ Summer _____

COMMUNITY COLLEGE OF BELTSVILLE
(Community College)

	Col. 1			Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
	Continuing Education Courses				(Col. 2 ÷ 15)			(Col. 3 x Col. 4 ÷ 30)		
	Course Number	Section Number	Course Title	Total Course Hours	Equated Course Hours	Eligible Maryland Residents	Ineligible Students	FTE Students	Percent Aid Requested	FTE for State Aid
	40 30	1	In-Service Training for Police Officers	18.0	1.20	36	1	1.44	100	1.44
	40-65	3	Electronic Surveillance, Hostage and Barricade	28.0	1.87	17	2	1.06	100	1.06
5	40-66	1	In-Service Training for Deputy Sheriffs and Security Officers	18.0	1.20	14	1	.56	40	.22
10										
15										
			TOTALS	64:0	4.27	67	4	3.06	80	2.72

INSTRUCTIONS: Column 1—the course number and section number should each contain no more than six (6) characters; the course title should be abbreviated to no more than fifty (50) characters. Column 3—divide column 2 by 15 and enter the result of this division. Column 6—multiply the equated credits (column 3) by the number of eligible Maryland residents (column 4), divide this product by 30, and enter the result. Column 6 should show two decimal places. Column 7— should show the percent aid requested; 0 - 100 percent no decimals. Column 8—should show two decimal places.

CERTIFICATION OF MARYLAND STUDENTS FOR STATE AID

This is to certify that BELTSVILLE community college is eligible for State Aid for the Maryland residents enrolled in courses approved by the State Board for Community Colleges reported above for the Fall aid period of fiscal year 19 84, computed in accordance with the above instructions. I do solemnly declare and affirm under the penalties of perjury that the contents of the foregoing document are true and correct to the best of my knowledge and belief and that the submission conforms to provisions of the General Policies of the State Board for Community Colleges and applicable statues.

John Smith Jul 1, 1983
(Signature of Continuing Education Dean) (Date)

Mary Jones Jul 1, 1983
(Signature of President) (Date)

SBCC:CC-3 (Rev. 7/83)

VII. INSTRUCTIONS FOR SUBMISSION OF COURSES FOR WHICH AID IS NOT REQUESTED

Course titles and enrollments in courses for which State funding is not requested or which represent courses not eligible to receive State funding are submitted to the State Board for Community Colleges by using a SBCC-CC-3 form, State Board for Community Colleges Enrollment Report for (Equated Credit) Continuing Education Courses.

All enrollments in equated credit continuing education courses for which aid is not requested must be reported on the SBCC-CC-3 form. Enrollments for such courses should be measured in a manner consistent with the procedures for courses for which aid is requested.

Prior to submission of enrollment data for courses for which aid is not requested the following measures should be taken:

1. Determine if the activity classifies as a course for which aid is not requested. Only enrollment data for courses for which aid is not requested should be submitted on the SBCC-CC-3.

2. Courses must be submitted on the SBCC-CC-11 prior to appearing on the SBCC-CC-3 report.

3. All courses in which aid is not requested shall have in Column 7 of the SBCC-CC-3 form "0" percent aid requested.

Illustrated below is a properly completed sample of the SBCC-CC-3 form, on which are listed courses for which aid is not requested.

VIII. ANNUAL COMMUNITY COLLEGE CONTINUING EDUCATION REPORTING SCHEDULE

The specific months for payment of State aid are set by State law. In the submission-payment process for continuing education courses approved for State funding, the following schedule will be observed by the State Board for Community Colleges. All reports listed below should be sent to the Director of Continuing Education, Maryland State Board for Community Colleges, The Jeffrey Building, 16 Francis Street, Annapolis, Maryland 21401.

Month/ Report	Requested By	Report Number	Date Due	Number Copies	Send To
FALL PAYMENT PERIOD					
Continuing Education Courses for State Funding (Fall)	SBCC	SBCC-CC-10	Sep. 30	One	SBCC
Data Monitoring Form - Continuing Education Courses for State Funding (Fall)	SBCC	SBCC-CC-11	Sep. 30	One	SBCC
Enrollment Report for (Equated Credit) Continuing Education Courses	SBCC	SBCC-CC-3	Oct. 16	One	SBCC
Continuing Education Data Summary Tape	Optional	—	Oct. 16	One	SBCC
SPRING PAYMENT PERIOD					
Continuing Education Courses for State Funding	SBCC	SBCC-CC-10	Jan. 30	One	SBCC
Data Monitoring Form - Continuing Education Courses for State Funding (Spring)	SBCC	SBCC-CC-11	Jan. 30	One	SBCC
Enrollment Report for (Equated Credit) Continuing Education Courses	SBCC	SBCC-CC-3	Feb. 16	One	SBCC
Continuing Eduation Data Summary Tape	Optional	—	Feb. 16	One	SBCC

Month/ Report	Requested By	Report Number	Date Due	Number Copies	Send To
SUMMER PAYMENT PERIOD					
Continuing Education Courses for State Funding	SBCC	SBCC-CC-10	Jun. 16	One	SBCC
Data Monitoring Form - Continuing Education Courses for State Funding	SBCC	SBCC-CC-11	Jun. 16	One	SBCC
Enrollment Report for (Equated Credit) Continuing Education Courses	SBCC	SBCC-CC-3	Jul. 5	One	SBCC
Continuing Education Data Freeze Tape	SBCC	—	Jul. 5	One	SBCC

PLEASE NOTE: IF THE REPORTING DATES FALL ON A HOLIDAY OR WEEKEND, THE FOLLOWING WORKDAY WILL APPLY.

IX. CONTINUING EDUCATION DATA TAPE

The Continuing Education Data Tape submission process was developed to provide standard computer programs for institutional reporting and college/State analysis of continuing education data. Specifically, the system is designed to:

1. Assist with preparation of the SBCC-CC-3 Request for State Aid Report.
2. Provide basic demographic data for the population being served.
3. Provide a record of the registrations and courses from which the State aid request was generated.

Overall Design

Figure I shows the overall data flow in this system. The college's student data base operates independently of this system and can be updated on a continuous basis. At each of the three State aid payment periods, the data base is "frozen". Based on instructions from the continuing education dean's office (through the course eligibility file and allowable overrides in the student record), the SBCC-CC-3 report is generated. At the end of the fiscal year, a final accounting tape is run and submitted to the State Board for Community Colleges.

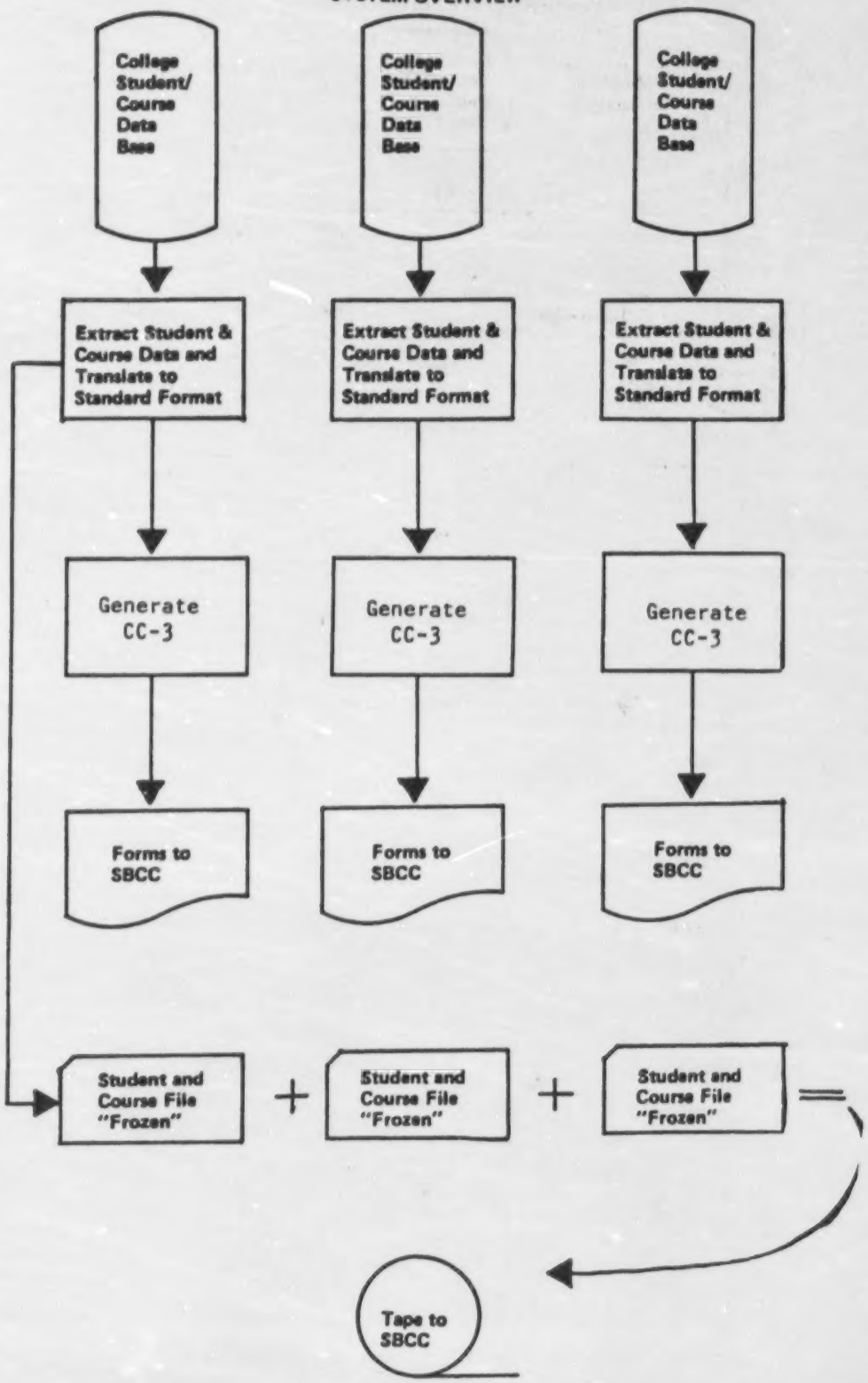
Figure 2 illustrates the system flow for each pay period. The college's student data file is derived from the college data base. The first program in the system reformats and translates college data to a standard format. For example, if sex is coded "M" or "F" in the college data files, the translation-edit program will change each occurrence of "M" to a "1" and each "F" to a "2". In addition, the program will move the code to a proper location in the standard record. The input records are then edited and an error report and frequency count on all variables is printed.

After errors have been corrected and optional overrides have been entered for student characteristics on the college student data base, a final version of the student file is produced. The standard student file is then combined with the course eligibility file and the SBCC-CC-3 report is prepared by the program CE 2. There is also an option to produce a summary file on SBCC-CC-3 information. This may be submitted (at each pay period) to the State Board for Community Colleges to facilitate course data submission.

After the SBCC-CC-3 report has been produced and transmitted, the combined student and course file is frozen until submission to the State Board for Community Colleges at the end of the fiscal year.

CONTINUING EDUCATION MARYLAND COMMUNITY COLLEGES
SYSTEM OVERVIEW

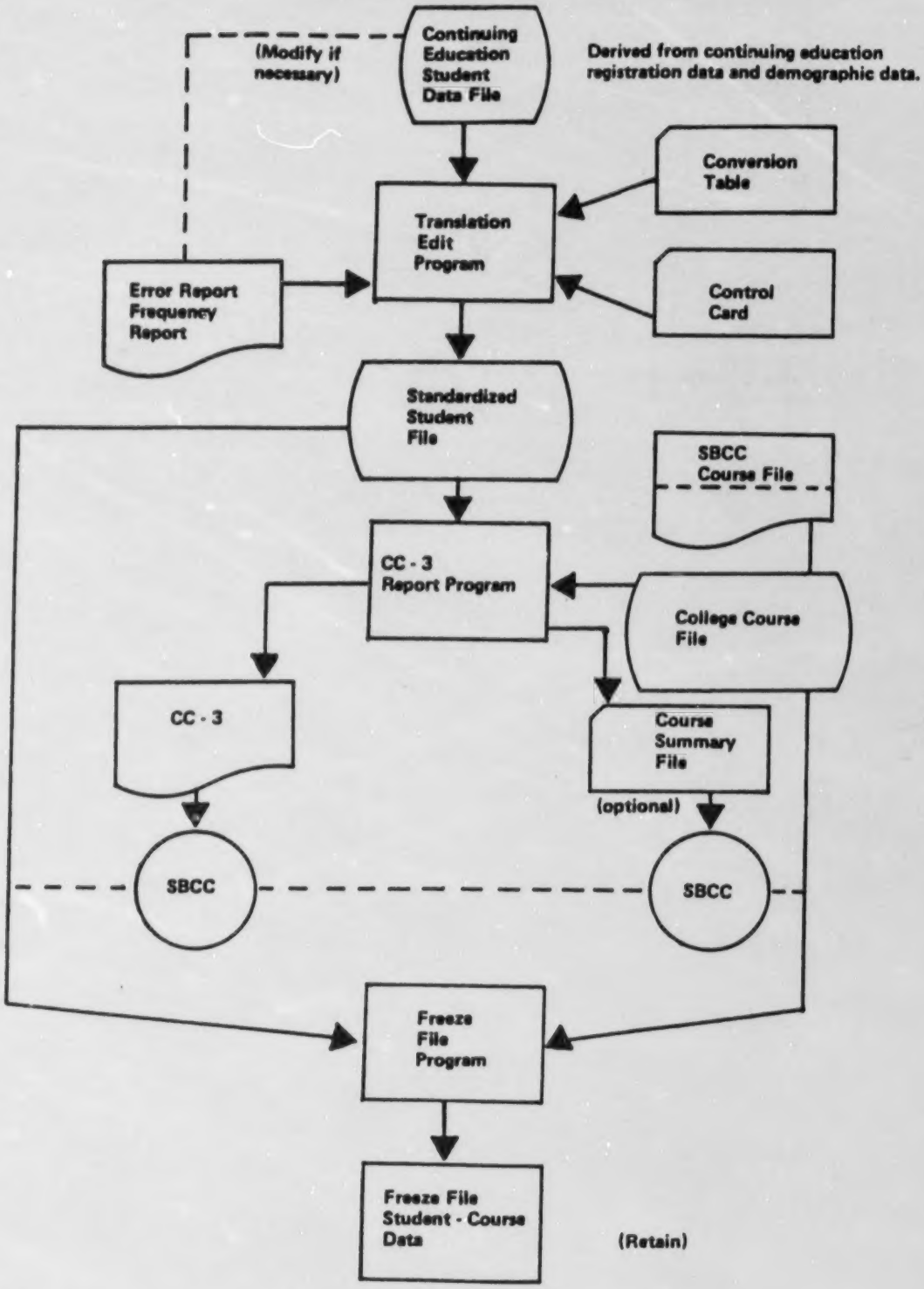
FIGURE 1


College Student/ Course Data Base
College Student/ Course Data Base
College Student/ Course Data Base
Extract Student & Course Data and Translate to Standard Format
Extract Student & Course Data and Translate to Standard Format
Extract Student & Course Data and Translate to Standard Format
Generate CC-3
Generate CC-3
Generate CC-3
Forms to SBCC
Forms to SBCC
Forms to SBCC
Student and Course File "Frozen"
Student and Course File "Frozen"
Student and Course File "Frozen"
Tape to SBCC

SBCC: APRIL, 1982

CONTINUING EDUCATION MARYLAND COMMUNITY COLLEGES
SYSTEM FLOW EACH PAY PERIOD

FIGURE 2



SBCC: APRIL, 1982

At the end of the fiscal year, the college continuing education frozen files from each pay period are combined into a cumulative file. This file will be processed at the State level by a report system to produce demographic and SBCC-CC-3 reports for the fiscal year.

Eligibility Criteria and Override Options

The eligibility of each individual student is determined on the basis of age, residence, employee/dependent status, and course registration date. Occasionally information concerning a student's eligibility will be available in the college continuing education office which qualifies information on the college data file.

When conditions are known which qualify the student's eligibility, the college can "override" the data element and make the student eligible or ineligible despite the student record. For example, the SBCC-CC-3 report program would classify anyone less than 16 years old as ineligible. If a person was less than 16 but in a Talented and Gifted program the student would be eligible for State aid. The age on the student record would not need to be changed but could be overridden. For audit purposes, documentation should be kept which justifies the use of these overrides.

Reconciliation

The State Board for Community Colleges pays the college for continuing education enrollment based on the hard copy certified SBCC-CC-3 Request for State aid which is received by the State Board for Community Colleges in October, February, and on July 5th. These SBCC-CC-3 requests and the final accounting tape must reconcile. If they do not reconcile, the State Board for Community Colleges will notify the college and return the college's tapes. The college will have 15 working days after notification to reconcile any discrepancies. The college may then submit an adjusted SBCC-CC-3 report and/or an adjusted tape. If a college continues to use a college produced program or a manual system to generate the SBCC-CC-3 request, this request should be compared at each pay period with the reports which are produced by the State Board for Community Colleges programs. Any differences between these reports should be identified and resolved prior to the final accounting run.

File Layout Information

There are four primary files in the system, two are input files and two are output files. The input files are the college continuing education student data file and course file. The first output file is the "frozen information" concerning students and courses. The second output file is a card-image summary file of the SBCC-CC-3 report.

INPUT FILES

Student Data File: This file is either an actual file in the college's existing data system or is derived from a file in the college's existing data system. It may be in the format normally used by the college using normal college codes. The first program in the system will change it into standardized codes and format. The input file must contain one record for each course a student takes. If a particular student has registered for three courses, there will be three records for that student. At a minimum, it must contain a student Identification, the course number, and the course section. If the student is to be eligible for State aid, the record must contain either enough demographic data to establish eligibility or enough eligibility override flags to establish eligibility.

There is no specified format or layout for this college file. However, the following data elements should be capable of being derived from information in the file:

Identification Data:

Student Identification
Course Number
Course Section

Demographic/Eligibility Data:

Birthdate
Residence
Employee/Dependent Status
Course Registration Data
Sex (not used to determine eligibility)
Race (not used to determine eligibility)

Eligibility Override Data:

These data elements are optional and are used only if the above data are not sufficient to determine eligibility, or if an exception is to be made. Documentation supporting these exceptions should be kept by the colleges continuing education office.

Age Override
Residence Override
Employee/Dependent Status Override
20 percent Date Override (If there is not a registration date on file for a student, this field can be used to indicate student was registered as of the 20 percent date)
Master Override

Course Data File: This file is prepared each payment period. There should be one record for each course offered during the pay period, plus one record for any course or course section not submitted the previous pay period.

Data Element	Description	Column
Eligibility Code	SBCC Eligibility Code 1 Eligible 2 Not Eligible 3 Not Requested	1
Special Status	Special Status Eligibility Code 1 Senior Citizen Course	2
Course Name	Name as appears on SBCC Continuing Education Inventory	3 - 50
Course Number	Course number as appears on SBCC Continuing Education Inventory	51 - 56
Section Code	Course Section Necessary only if different sections have different paramenters, such as course hours, starting time, 20% date	57 - 62
Course Hours	Course hours this occurrence* One decimal place implied	63 - 68
Course 20 percent Date	MMDDYY	69 - 74
Percent Aid Requested	000 - 100	75 - 77
Submit this Pay Period	Y = Yes N = No	78

*Each eligible course is approved for a given number of hours. The course hours for this occurrence cannot exceed that number and should not be less than 75 percent of the approved number of hours.

OUTPUT FILES

Student and Course Data: One record per student per course is prepared by the system from the two input files described above. This output file is "frozen" at each pay period. It will be concatenated with similar files from other pay periods and submitted to the SBCC at the end of the fiscal year.

Data Element	Description	Column
Payment Period	1 Fall 2 Spring 3 Summer 4 Other	1
Fiscal Year	YY	2 - 3
Blank	Blank	4
College ID	Federal Interagency FICE Code	5 - 10
Campus Code	(Optional)	11
Student ID	Student Identification Derived from school's code or from SS#	12 - 20
Blank	Blank	21
Course Number	Unique Course ID on file in SBCC Inventory	22 - 27
Course Section	Section Code (Must be unique during pay period)	28 - 33
Birth Date	MMDDYYYY i.e., 03291943 March 29, 1943	34 - 41
Residence	000 = Unknown 001 = Foreign 100 = U.S. not Maryland 200 = Maryland but County unknown 201-224 =Maryland County (Standard Maryland County Codes)	42 - 44
Employee/Dependent Status	1 = Neither employee nor a dependent of employee 2 = Employee/Dependent of Employee	45
Course Registration Date	Date student registered for course MMDDYY	46 - 51
Sex	1 = Male 2 = Female 3 = Unknown Male Assigned	52

Race/Ethnic	1 = Black, Non Hispanic 2 = American Indian 3 = Asian 4 = Hispanic 5 = White, Non Hispanic 6 = Non-Resident Alien 7 = Other 0 = Unknown	53
Age Override	Blank = Keep same eligibility as calculated from the demographic data E = Make student eligible on this variable regardless of demographic data I = Make student ineligible for aid on this variable regardless of demographic data	54
Residence Override	(Same as above)	55
Employee/Dependent Status Override	(Same as above)	56
20 percent Date Override	(Same as above)	57
Master Override	(Same as above, but overrides both the demographic data and all previous student overrides for a final eligibility determination	58
Course 20 percent Date	From Course File MMDDYY	59 - 64
Course Hours	From Course File One implied decimal	65 - 70
Percent Aid Requested	From Course File 000 - 100%	71 - 73
Course Eligibility Code	1 Eligible 2 Not Eligible 3 Not Requested	74
Course Special Status	1 Senior Courses	75

A cumulative copy of this file is sent to State Board for Community Colleges at the end of the fiscal year.

Course Summary File: This file contains a single record for each course and section submitted during a pay period. The file contains the information on the SBCC-CC-3 report and can be submitted with the SBCC-CC-3 report at the end of each pay period.

Data Element	Description	Column
Report Number	03 - include in SBCC-CC-3 report	1 - 2
Blank	Blank	3
Course Name	Abbreviated SBCC Course Inventory name First 15 characters of course name	4 - 18
Course Number		19 - 24
Section Number		25 - 30
Total Course Hours	Two decimal places implied (right justified)	31 - 36
Equated Course Hours	Two decimal places implied (right justified)	37 - 42
Eligible Students		43 - 46
Students ineligible because of age, residency, or dependent status		47 - 50
FTE Students	Two decimals implied (FTE regardless of percent aid requested	51 - 54
Percent Aid Requested	Percent aid requested for course	55 - 57
Blank	Blank	58 - 65

X. RESUBMISSIONS

Ineligible Courses

Continuing education courses which have been denied approval for State funding may be resubmitted to the State Board for Community Colleges at any time. A new SBCC-CC-10 form must be completed for such courses with new descriptive information illustrating the conformity of course objectives and description to the areas of vocational-technical education, supplemental, certification, licensure, or relicensure educational requirements for professionals and others within the community colleges service areas, industrial training, developmental education, consumer education, community development, health and safety education, and substantiating the course as nonrecreational.

Eligible Courses

If the course hours for a continuing education course have been reduced by 25 percent or increased, a new SBCC-CC-10 form must be completed illustrating the change in the course content. The same is also true for continuing education courses requiring new titles and new course numbers. It can be stated that if any major element of a continuing education course is changed, for example, change in instructional activities, course intent, student outcome, etc., a new SBCC-CC-10 should be submitted.

XI. APPEAL PROCESS

The community colleges may appeal to the State Board for Community Colleges for any courses submitted but denied approval for State funding. To appeal, the college should:

1. Request, in writing, for a reevaluation of the course by the State Board for Community Colleges Director of Continuing Education.

2. If the reevaluation by the Continuing Education Director results in disapproval, the State Board for Community Colleges Director of Continuing Education will apprise the Executive Director of the State Board for Community Colleges of the college's appeal, and will present to the college and the Executive Director a written evaluation of the course.

3. If after a review by the Executive Director of the State Board for Community Colleges, the course is still denied approval, the college has the prerogative of requesting a hearing before the State Board for Community Colleges. The college appeal shall be in the form of a written request for a Board hearing from the college president to the Executive Director of the State Board for Community Colleges.

XII. BIENNIAL REVIEW PROCESS

After a course has been approved for two or more fiscal years, a course will be reviewed by the State Board for Community Colleges. At the conclusion of each two-year approval period, the college will receive a listing of those courses for which approval has been continued.

In April of each year, a listing of the courses to be reviewed will be forwarded to the college.

The following courses will be automatically deleted from each college inventory at the end of two fiscal years:

1. Courses which the colleges request to be deleted after their on-campus reevaluation process.

2. Courses which have not generated any full-time equivalent students for two years.

A review of all remaining continuing education courses will be conducted by the State Board for Community Colleges and a report will be issued to each college indicating the courses which have been deleted and those which have been approved for another two or more fiscal years.

XIII. CONTINUING EDUCATION COURSE INVENTORY

Data reported to the State Board for Community Colleges through the SBCC-CC-10 continuing education course evaluation system and the SBCC-CC-3 system for reporting enrollment in equated credit continuing education courses are reported back to the colleges on the SBCC continuing education course inventory. This inventory provides a convenient listing of information for every eligible and ineligible equated credit course offered in the State. The information can be sorted by course number, by college, by title, by alpha, by subject code and by student population (handicapped, senior, etc.). The basic inventory display provided for the colleges is described below.

Continuing Education Inventory

The State Board for Community Colleges Continuing Education Course Inventory, sorted by course number, should be requested prior to every aid payment. This inventory reflects the courses currently included in each college's active file. All items on the State Course Inventory, such as title, hours, etc., must correspond to the items on the individual college inventories. A "post" inventory is sent to each college after every aid payment. This inventory includes the postings of enrollment and FTE and should be reviewed by each college to insure that the FTEs have been posted correctly.

Below is a sample Continuing Education Course Inventory:

06/29/81 SBCC INVENTORY OF CONTINUING EDUCATION COURSES PAGE 1

ALLEGANY COMMUNITY COLLEGE
EQUATED FTE ARE FROM ALL SESSION OF THE 80-81 YEAR

COURSE TITLE	COLLEGE COURSE NUMBER	HEGIS CODE NUMBER	ELIGIBLE FOR STATE AID	SPECIAL STATUS	COURSE HOURS	EQUATED FTE
FUNDAMENTALS OF GROUNDS MAINTENANCE-FY81	C/S515	109	YES		30	.67
SANITARY TECH/WASTEWATER-FY81	C/S201	114	YES		45	.60
SANITARY TECH/WATER-FY81	C/S202	114	YES		45	.90
ENERGY CONSERVATION-FY81	C/S517	205	YES		15	.33
CHAIR CANING-SR CIT-FY79	SEN001	301	NO	SENIOR CIT	24	-
CERAMICS-FY79	SEN103	303	NO	SENIOR CIT	30	-
NEEDLECRAFTS	INT017	303	NOT REQUESTED		30	4.46
CREATIVE APPCH TO CRAFTS FOR RETIRED PERSONS-FY80	C/S433	303	NOT REQUESTED	SENIOR CIT	8	-
ART	PPB205	312	NOT REQUESTED		30	3.80
ART-FY80	INT205	312	NOT REQUESTED		30	-
FINANCIAL RECORD KPNG SMALL BUSI-FY79	C/S128	401	YES		20	-
BOOKKEEPING-FY79	OBE301	401	YES		45	9.50
RATIO ANALYSIS-FY79	C/S326	401	YES		6	-
BUSINESS MATHEMATICS-FY80	C/S460	401	YES		45	1.50
BEGINNING RECORDKEEPING & ACCOUNTING-FY80	C/S475	401	YES		45	-
BOOKKEEPING TRAINING-FY81	C/S572	401	YES		90	6.20
OFFICE & BUSINESS MACHINES-FY79	OBE303	402	YES		45	.70
ECONOMICS IN BUSINESS-FY80	C/S471	403	YES		45	3.60
STARTING YOUR OWN SMALL BUSINESS-FY79	C/S309	405	YES		7	-
OWNING YOUR OWN BUSINESS-FY81	C/S549	405	YES		10	.29
INCOME TAX PREPARATION-FY79	OBE304	408	YES		30	2.34
TAX INFORMATION FOR RETIRED PERSONS-FY80	C/S422	408	YES		8	-
INCOME TAXATION-FY79	C/S303	409	YES		30	-
BUSINESS COMMUNICATIONS-FY79	OBE302	410	YES		45	-

Other listings of the continuing education file are available from the State Board for Community Colleges. Included below is a brief overview of each:

Subject Code File: The State Board for Community Colleges classifies equated credit courses using a subject code which systematizes the classification of equated credit learning opportunities offered through both the continuing education and community services divisions of Maryland's seventeen community colleges. The subject taxonomy used in Maryland is contained in Appendix B. This inventory can be produced in a statewide format or in a college format.

Alpha File: A listing of continuing education courses, sorted alphabetically by course title. This inventory can be produced in a statewide format or college format.

Special Population File: An inventory can be produced listing continuing education courses by the special population served. This listing which can be sorted on the basis of senior, handicapped, and those special populations listed on side 2 of the SBCC-CC-10 can be produced by college or in a statewide format.

Special Intent File: An inventory can be produced listing continuing education courses by the intent of the continuing education course. This listing can be sorted on the basis of the eleven course intents listed on side two of the SBCC-CC-10 form. This inventory can be produced by college or in a statewide format.

A sample the display for these inventory files is shown below:

FI	YR	CC	CRS-NO	SUBJ	A	TITLE-----	HRS	CODE	FTE	EN	OS	-	FTE	EN	OS	-	FTE	EN	OS	-
1	81	20	PFH076	0	1	BASIC RDG	20	01												
1	82	40	031029	0	3	WOOD SULPT	9	00												
1	81	45	2312	0	1	LPN AS CHA	8	00												
1	83	70	XB505	0	1	FIRST LINE	24	00KF	0	0	0	0	0	0	0	0	0	0	0	0
1	81	35	CEF102	101	1	LEGAL ASPE	15	00												
1	81	35	CEF105	101	1	MGMT OF SM	34	00												
1	81	65	86-215	101	1	SMALL SCAL	24	00												
1	83	70	XB476	101	1	THE ECONOM	15	00AF	0	0	0	0	93	29	0	0	0	0	0	0
1	81	85	03-15	101	1	PEST CONTR	10	00												
1	82	85	03-17	101	1	FARM IMPLEI	22	00												
1	82	85	03-19	101	1	PEST CONTR	10	00												
1	81	65	86-214	103	1	PEST CONTR	18	00												
1	82	85	03-04	103	1	WELDING FO	25	00												
1	82	85	31-22	103	1	COMMODITY	15	00												
1	81	10	FAR302	104	1	FARRIER TR.	22	00												
1	83	20	VOC182	104	1	STABLE MAN	18	00AF	0	0	0	0	0	0	0	0	0	0	0	0
1	83	20	VOC181	104	1	STABLE MAN	24	00AF	0	0	0	0	0	0	0	0	0	0	0	0
1	83	20	VOC180	104	1	STABLE MAN	32	00AF	0	0	0	0	0	0	0	0	0	0	0	0
1	82	25	99.015	104	1	ANIMAL SCI	25	00												
1	82	25	99.013	104	1	ANIMAL SCI	29	00												
1	81	30	EQS090	104	3	VETERINARY	48	00	0	0	0	0	160	15	2	0	0	0	0	0
1	82	30	EQS045	104	3	INTRODUCTI	48	00	0	0	0	0	21	2	0	0	32	9	0	0
1	83	30	ANS050	104	3	TOPICS IN	16	00FF	0	0	0	0	0	0	0	0				

Listed below are the abbreviations used on the State Board for Community Colleges Inventories:

Code	Description	Column Number
FI	SBCC File Number 01 = CC3 Inventory	2
YR	Year in which course was last approved	4 - 5
CC	College Code	7 - 8
CRS-No	Course Number	10 - 15
Subj	Subject Code using SBCC Continuing Education Taxonomy	17 - 20
A	Aid 1. Eligible Course 2. Not Eligible Course 3. Not Requested Course	22
Title	SBCC Approved Course Title	23 - 73
HRS	Course Hours Approved	75 - 77
Code	Special Codes for designating course intent or population	
	0 -Non-Senior Course 1 - Senior Course	75
	0 - Non-Handicapped Course 1 - Handicapped Course	76
	Course Intent: See Side II of SBCC-CC-10	77
	Special Population: See Side II of SBCC-CC-10	78

Repeated for Summer, Fall, and Spring Payment Periods:

FTE	Equated FTE
EN	Enrollment of Eligible Students
OS	Out-of-State and Other Students Ineligible for State Aid

Continuing Education Data Monitoring System

In FY 1984 a computer-assisted system will be implemented which aggregates for a five-year period all available quantitative information relating to each individual community college continuing education division and subject area. The data are derived from the SBCC-CC-3 reports, the continuing education data tape, the Statewide Continuing Education Follow-Up Survey, and a variety of other sources.

APPENDIX A

TERMINOLOGY USED IN THIS MANUAL

TERMINOLOGY USED IN THIS MANUAL

State participation in the funding of continuing education is based on a course-by-course evaluation process. Within the framework of State level administration, these definitions are recognized by the State Board for Community Colleges as operational definitions.

Aid Period - The specific months for payment of State aid are set by State law. State aid payments are made in the months of November - Fall; March - Spring; and July - Summer.

Apprenticeship Course - The related educational instructional component of an apprenticeship program offered by a community college.

Certification - The act whereby a community college requesting State aid certifies that individual students have met age, tuition residency, and enrollment requirements and are eligible to be submitted to the State Board for Community Colleges for State aid.

Continuing Education - Credit free courses designed primarily for part-time and returning students. Some credit free courses are self-supporting and some are state-assisted.

Continuing Education Course Inventory - A State Board for Community Colleges listing by college and course number of all community college continuing education courses.

Continuing Education Unit - A uniform unit of measurement to facilitate the accumulation and exchange of standardized information about individual participation in noncredit continuing education. The use of this notation regarding a continuing education course shall not be required or administered by the State Board for Community Colleges and the awarding of a Continuing Education Unit (CEU) shall have no impact on the approval of a course for State funding.

Course - Formal instruction or other planned educational experiences with established goals and under the guidance of a faculty member.

Course Hours - Fifty-minute instructional periods in which there is direct faculty-student contact.

Course Number - A college assigned number not exceeding six letters, numbers, spaces, or punctuation marks used for reporting purposes to the State Board for Community Colleges. No two continuing education courses from a specific college may be assigned the same course number.

Course Title - A college assigned identifier which reflects the subject matter of continuing education courses. Course title may be of any length, however, in the reporting of this information the following guidelines should be used: The inputed course title is 48 characters - column 3-50; the course title outputed to the SBCC-CC-3 hard-copy report is 48 characters; the course title on summary tape is 15 characters.

Disadvantaged - A person whose economic, educational, or cultural development may limit or inhibit growth or learning opportunities.

Equated Full-Time Equivalent (FTE) Student - Equated full-time equivalent students (Maryland) are computed by dividing the minutes of direct instruction by 50 to determine the number of course hours; dividing total contact hours by 15 to determine equated credits; multiplying this result by the number of Maryland residents enrolled; and dividing this result by 30. The equated full-time equivalent (FTE) student is used in Maryland for measuring enrollment in continuing education courses.

Freeze Tape - The freeze tape is the source document for the SBCC-CC-3 report containing a standard format record for each registrant enrolled in a continuing education course period. At the end of the fiscal year, there should be three of these files (from October 16, February 16, and July 5). These three files can be concatenated and written to tape as one file or they may be written to a single tape with an end-of-file marker separating each of the three files.

Handicapped - A person who has a physical or mental impairment which substantially limits one or more major life activities.

Industrial Training - These programs, assisted in part by the State grants, are developed specifically to meet the manpower training needs of large business concerns which are expanding their existing operations in Maryland or are newly located in the State. These programs are designed for and tailored to the individual industry and may include the scheduling of new courses, hiring of new faculty, purchase of new equipment, and often entail the creation of new instructional material not available in book form. As the State shares the cost of training with the expanding industry, the program provides a stimulus to locate or expand employment in Maryland.

Ineligible Students - Those students participating in not requested or ineligible continuing education courses or those students participating in eligible continuing education courses whose certification for State aid has not been properly completed.

Joint College Sponsorship of A Course - A course in which the academic and administrative control rests with two or more community colleges.

Senior Citizen - A resident of Maryland 60 years of age or over at time of registration.

SBCC Subject Code - A taxonomy developed by the Board staff for the classification of the credit free adult learning opportunities offered through continuing education courses and community services activities.

State Funds - Funds which are paid from the General Fund budget of the several agencies of the State, excluding federal funds received by State agencies.

Student - An enrolled person who is at least 16 years of age at the time of registration.

Student Enrollment Records - Original records signed and dated by the student and maintained by the college for five years certifying the student registration, enrollment, address, and tuition and/or fee paid in continuing education courses.

Summary Tape - The summary tape is a facsimile of the SBCC-CC-3 report produced by the State Board for Community Colleges software. It is produced at each payment period and can be sent to State Board for Community Colleges to facilitate entering the SBCC-CC-3 data to the transaction file. Although it is not required to submit this tape, each college is encouraged to send this tape since it will facilitate the turn-around on submission of aid requests.

Tuition and Fees - Reasonable amounts charged by a college for continuing education instruction. Tuition policies are approved by each college board of trustees.

APPENDIX B

SBCC SUBJECT MATTER CLASSIFICATION CODE

STATE BOARD FOR COMMUNITY COLLEGES

SUBJECT CLASSIFICATION CODE

INTRODUCTION

The State Board Subject Classification code, developed by the State Board for Community Colleges is a subject taxonomy which systematizes the classification of the noncredit adult learning opportunities offered through the continuing education/community services divisions of Maryland's seventeen community colleges.

The system provides subject matter categories for the 4,000 continuing education courses reviewed by the State Board for Community Colleges staff each fiscal year using a classification system that addresses all aspects of the community college unique mission in the area of noncredit adult continuing education. Unlike more traditional classification systems, the State Board Subject Classification system places greater emphasis on the vocational-technical area of study, provides for greater flexibility in relationship to the organization of public service curriculum, and allows for categorization of community service subject matter which normally could not be easily classified under the traditional liberal arts content areas found in other subject matter taxonomies.

The current State classification system provides the Maryland community college system with a single standardized taxonomy for noncredit courses, thus, enabling the colleges, the State Board for Community Colleges, and other State educational agencies to create mechanisms for the coordination, collection, record keeping, reporting and exchange of data pertaining to noncredit adult continuing education courses of instruction. It also provides for the State and the general public a useful reference tool to illustrate the variety, depth, and locations of community college courses in adult continuing education.

The State Board Subject Classification system, developed in coordination with the State Deans and Directors of Continuing Education/Community Services, used as a primary resource, the "Handbook of Standard Terminology for Describing Adult Learning Opportunities" prepared by the National Center for Higher Education Management Systems for the National Center for Education Statistics. Using existing resources, the staff of the State Board for Community Colleges and deans of continuing education/community services coordinated the adaptation of this new system to convey to the public the extent and variety of learning opportunities provided for the adults of Maryland by the State's seventeen community colleges. The State Board Subject Classification system replaces the State Board's use of the HEGIS system for classification of noncredit courses.

STATE BOARD SUBJECT CLASSIFICATION SYSTEM

The State Board Subject Classification system uses a four-digit code. The first two digits represents the general subject matter classification of which there are twenty-two. The final two digits represent the subject matter elements within each classification. A single subject classification may have two through twenty-eight subject elements.

All general classifications use the code .99 to designate subject matter elements not elsewhere classified; thus all twenty-two subject matter classifications have a .99 or "other" code that list one-of-a-kind courses or courses which do not readily fall into the listed subject matter elements

The illustration below is of one general subject matter classification category with its listed subject matter elements. Both the general subject matter classification and the subject matter element are arranged in alpha-numerical order.

EXPLANATIONS OF GENERAL SUBJECT MATTER CLASSIFICATION

In this section, an explanation will be given for each general subject matter classification. The explanation is provided to highlight the differences between the traditional liberal arts interpretations of these subject areas and the vocational oriented interpretations used in community college noncredit courses.

The following will give you a brief explanation of each classification:

01. AGRICULTURE AND RENEWABLE NATURAL RESOURCES:

Courses within the Agriculture and Renewable Natural Resources area have as their major emphasis knowledge concerning the technologies necessary for the production of food, fiber, and the management of natural resources. The elements within this category pertain to such topics as the propagation and processing of plant and animal life, landscape design, grounds and gardening, all phases of farm operations, and natural resources services such as fisheries, forestry, trapping, etc. Ancillary subject elements of the agricultural and renewable natural resources subject area include wildlife management, the management of waste products and the filtration, purification and distribution of water.

02. ARCHITECTURE AND ENVIRONMENTAL DESIGN:

The coursework within this classification relates to the art or science of refining existing architectural structures so that they become more habitable. Within this category are listed also courses which relate to the technologies needed for the control, preservation and adaptation of one's living environment. Although the classification provides the latitude for expansion into environmental planning and architectural engineering theory, presently course development in this subject area falls within the historical study and preservation of housing as well as energy basics and energy conservation technologies.

03. ARTS, VISUAL AND PERFORMING:

The Arts classification has a dual focus. Primary intent is the development of the individual in terms of the humanistic elements of our society. The secondary intent is skill-oriented in regard to the professional development of individuals in the area of the visual and performing arts.

Traditional subject elements of the art world are included within this classification. Excluded are those art subject areas where the major focus of the course is physical education activity. Special areas such as art therapy and crafts have been included in that they function as art forms as well as diagnostic and therapeutic modalities for the physically and mentally handicapped.

04. BUSINESS:

The Business category lists courses related to occupational upgrading in the vocational areas of sales, office practices, real estate, financial administration, and insurance. Special emphasis is placed on courses for small business persons, courses in income tax for business concerns, and effective business communications for both written and oral reporting. Under the 04. general business classification, only the subject element, 08 "Income Tax Preparation/Consumer" is nonvocational in intent.

05. COMMUNICATION:

Noncredit Communication courses involve both professional and non-professional development of those interested in the "media" field. A major portion of the courses presently listed within this area involve aspects of journalism-commercial writing and editing, as well as, a number of nonprofessional photography courses.

Those courses listed under the advertising subject element within this category are highly business/technical related with only a few courses involving the general principles and philosophy of the advertising medium. All other elements of this classification are technological aspects of visual, written, and spoken transmissions of ideas using both the individual as a communication instrument and media or commercial communication technology.

06. COMPUTER SCIENCE DATA PROCESSING:

This subject matter defines and integrates principles of data processing for the upgrading and acquisition of competency in the programming and operation of modern computers. The coursework listed investigates technical areas of data processing such as system analysts, and systems engineering as well as philosophical considerations within the data processing area.

07. EDUCATION:

The subject matter of this classification is concerned with the knowledge and skills required for the delivery of educational services to the general population. Subject matter relates not only to the student but to the provider of educational services.

Specific types of educational curricula, such as GED courses, English as a second language, remedial/developmental courses, etc. are catalogued along with courses directly related to professional upgrading, curriculum development, and educational development. Of specific interest in this category are those educational courses and services for the handicapped and developmentally disabled.

08. ENGINEERING AND ENGINEERING TECHNOLOGY:

The courses within this subject classification are specifically related to professional upgrading for occupations in support of engineers and engineering crafts persons. All major aspects of engineering practice are listed. Within this classification, automotive mechanics and aeronautical training are also included.

09. HEALTH CARE AND HEALTH SCIENCES:

Noncredit courses in this area are basically for professional upgrading of medically-oriented occupations and support personnel in health related service agencies. The coursework is designed to provide upgrading for the medical profession, nursing personnel, health care personnel, etc., as well as the consumer, and the para-professional. The areas listed include those health and medically-oriented subjects that are most frequently offered in Maryland community colleges and do not include all major medical-health related subjects for professional development.

10. HOME ECONOMICS:

Except for those courses provided for individuals providing domestic services in institutional or private settings, all coursework within this area is oriented toward consumer development on a personal and community level.

Home management, family studies, food and nutrition, and personal or self-development courses are included here. Special emphasis is placed on both service courses for the older adult as well as courses designed to improve aspects of family living.

11. INDUSTRIAL ARTS:

The industrial technology classification includes courses for professional upgrading of three major classifications of crafts persons or trades persons, those employed in construction related-structural work occupations, those employed in industrial machine trades occupations, and those employed in commercial service occupations. All noncredit courses generated through the subject elements within this classification are of a vocational nature. The photography courses listed are strictly industrial or professional photographic services as are those courses listed in the Food Service and hospitality technologies which apply strictly to professional restaurateur, hotel-motel management, etc. The personal service and the product service categories are heterogenous in nature. The former includes such occupations as cosmetology, floristry, etc., and the latter applies to all aspects of product maintenance or repair services.

12. LANGUAGE, LINGUISTICS, AND LITERATURE:

Within this classification are listed those courses for language development, structural writing skills development, and literature. The noncredit courses listed within this category represent basic introductory language courses taken for personal enrichment, literature courses taken for refining of reading skills and pleasure, and writing skills. The writing skills highlighted here do not include noncredit courses targeted for journalists or those preparing manuscripts for business or professional reasons. These courses are listed in 05 COMMUNICATION category under Journalism and 04 BUSINESS category under Information Communication. Writing skills for the developmental student are listed within the 07 EDUCATION category under Basic English and Writing Skills and also is not included within this subject matter category.

13. LAW:

Courses within the Law classification are for professional upgrading of those individuals in various employment fields, for those in paralegal positions, and for those members of the general public interested in legal information.

"Estate Planning" and "Law for the Layman" are two of the most recurrent courses in this subject area. Included are other courses of interest which relate mostly to business and municipal law.

14. LIBRARIES AND MUSEUMS:

Within this subject area, there are three types of noncredit courses. There are those courses whose emphasis is libraries/museums as a study skills tool, those courses whose emphasis is libraries/museums as a resources of art, history, local color, etc., and those courses whose emphasis is the administration and organization of libraries and museums.

15. LIFE SCIENCES AND PHYSICAL SCIENCES:

The noncredit courses within this category are targeted for academic development and personal interest. Excluded are those courses within oceanology which apply to aspects of navigation and can be taken for both vocational and personal-academic interest reasons. Not including oceanography, all other areas within the Life Sciences subject area are currently designed for cultural development of senior citizens, for academic preparation of non-matriculating students and for consumer awareness.

16. MATHEMATICAL SCIENCES:

The subject matter of this category examines the content elements of the mathematical sciences area.

Remedial mathematical sciences are treated as a subject matter element of the 07 EDUCATION category; however, courses that are categorized as developmental are listed within this subject category. Metric courses for both the general population and for vocational or professional uses appear most often within this category. Mathematical-Sciences oriented toward on-the-job skills or requirements are listed here also.

17. MILITARY SCIENCES:

Courses within the Military Sciences general subject matter classification are designed basically for personal interest. Noncredit courses that are for consumer information relating to the military services or courses related to explanation of our National Security and Defense mechanisms could be listed within this category.

18. PHILOSOPHY, RELIGION, AND THEOLOGY:

The courses within this subject area have as a major focus the personal enrichment and academic development of students in the area of philosophical and religious studies.

19. PHYSICAL EDUCATION, HEALTH EDUCATION, AND LEISURE:

The subject matter of this category is multifaceted and incorporates not only the traditional health and physical education curriculum, but also, noncredit courses in safety education, and exercise therapy for the aged, and for the physically emotionally handicapped.

Most of the courses in the physical education subject element are courses for personal enrichment. Fitness courses within this subject category include weight control, slimnastics, and maintenance or upgrading activities for the purpose of overall fitness. The general physical education subject element includes basic physical education subject matter such as gynmastics, tennis, swimming, etc. The safety subject element applies to aspects of safety education in physical education and sports related subject matter. (Examples are water safety, hunting safety, etc.) The dance courses listed here apply to non-art forms of physical exercise, and the sports officiating applies to both practical courses such as training for soccer officials and theory courses such as sports and the law.

20. PSYCHOLOGY:

Counseling and guidance appears as a subject element of the EDUCATION category. All other aspects of psychology and psychological counseling are incorporated within this subject matter area. The noncredit courses currently listed here concern not only the more topical course material of psychology, such as ESP, Assertiveness Training, etc., but also the traditional curricula of pyschology, such as Basic Psychology, Social Psychology, etc.

21. PUBLIC ADMINISTRATION AND SOCIAL SERVICES:

Although this subject matter category allows for future development of noncredit courses concerned with community awareness and developmental programs, currently, the majority of the courses within this subject element are concerned with law enforcement, crime prevention, and security guard training. A significant number of courses in volunteerism is also present.

22. SOCIAL SCIENCES AND SOCIAL STUDIES:

The Social Sciences subject matter area includes courses which are basically for the personal enrichment of a student. Most of the noncredit courses in this area fall within 2204 HISTORY and 2205 POLITICAL SCIENCE AND GOVERNMENT. The noncredit courses developed focus on contemporary issues and current events, regional historical questions, and traditional themes and periods of history. The courses are developed for the personal awareness and academic enrichment of noncredit students.

SBCC SUBJECT CLASSIFICATION CODE - 01 - 05

01	AGRICULTURE AND RENEWABLE NATURAL RESOURCES
01 01	Agricultural/Basic
01 02	Agricultural Engineering
01 03	Agricultural Technology
01 04	Animal Sciences
01 05	Economic Agricultural
01 06	Fisheries
01 07	Forestry
01 08	Land Reclamation
01 09	Horticulture
01 10	Outdoor Recreation
01 11	Plant Sciences
01 12	Range Science
01 13	Renewable Natural Resources
01 14	Sanitation Technology
01 15	Soil Sciences
01 16	Wildlife
01 99	Other Agricultural & Renewable Natural Resources
02	ARCHITECTURE AND ENVIRONMENTAL DESIGN
02 01	Architectural Preservation
02 02	Construction & Design Implementation
02 03	Environmental Design
02 04	Environmental Technology Conservation & Utilization
02 05	Environmental Technology Energy Related
02 06	Environmental Technology/General
02 07	Materials of Architecture & Environmental Design
02 08	Planning & Design Technology
02 09	Structural Technology
02 99	Other Architecture & Environmental Design
03	ARTS, VISUAL AND PERFORMING
03 01	Applied Arts
03 02	Arts Therapy
03 03	Crafts
03 04	Dance (See also 19 01)
03 05	Film as Art (See also 05 06)
03 06	Music/General
03 07	Music/Instrumental
03 08	Music/Vocal
03 09	Theatre Arts/Performing
03 10	Theatre Arts/General
03 11	Visual Arts
03 12	Visual/General Arts Studies
03 99	Other Arts, Visual & Performing
04	BUSINESS
04 01	Accounting
04 02	Administrative & Office Services
04 03	Banking and Finance
04 04	Business Data System
04 05	Entrepreneurship/Small Business
04 06	Grantsmanship/Fund Raising
04 07	Hotel/Restaurant Management
04 08	Income Tax Preparation Consumer
04 09	Income Taxes/Business Related
04 10	Information Communication
04 11	Insurance & Risk Management
04 12	International Business
04 13	Labor Law & Relations
04 14	Management/Administrative
04 15	Management/Secretarial
04 16	Management/Supervisor
04 17	Marketing
04 18	Parlimentary Procedure
04 19	Personal & Customer Services
04 20	Personnel Management Administration
04 21	Real Estate Appraisal
04 22	Real Estate Basic Principles
04 23	Real Estate Mathematics
04 24	Real Estate Continuing Education
04 25	Real Estate Examination & Review
04 26	Real Estate Law
04 27	Sales Technologies
04 28	Secretarial Technologies/General
04 29	Secretarial Technologies/Medical
04 30	Secretarial Technologies/Technical/Legal
04 99	Other Business
05	COMMUNICATION
05 01	Advertising
05 02	Commercial Art
05 03	Film Communication
05 04	Journalism
05 05	Licensing/Certification Preparation
05 06	Photography
05 07	Print Media
05 08	Production Techniques/Audio Visual
05 09	Public Relations
05 10	Radio
05 11	Speech Communication
05 12	Television
05 99	Other Communication

SBCC SUBJECT CLASSIFICATION CODE - 06 - 08

06 COMPUTER SCIENCE DATA PROCESSING

06 01 Application in Computer Science & Data Processing
06 02 Computer Operations & Operations Control
06 03 Computer Hardware Systems
06 04 Computer Hardware
06 05 Educational, Societal & Cultural Considerations
06 06 Information & Data Base Systems
06 07 Numerical Computations
06 08 Programing Languages
06 09 Programing Systems
06 10 Software Methodology
06 11 Theory of Computations
06 99 Other Computer Science & Data Processing

07 EDUCATION

07 01 Adult Basic Education
07 02 Basic Math Skills
07 03 Basic Oral Skills
07 04 Basic Reading/Vocabulary Development Skills
07 05 Basic Writing/English Skills
07 06 Career Development Skills
07 07 Civic & Community Education
07 08 Community Service Training
07 09 Counseling & Guidance
07 10 Curriculum & Instruction/General
07 11 Curriculum & Instruction/Program Development
07 12 Day Care
07 13 Developmental Education/Professional Development
07 14 Developmental Education/General
07 15 Earl Childhood
07 16 Educational Administration
07 17 Educational Development
07 18 Education Evaluation & Research
07 19 Educational Technology & Media
07 20 English as a Second Language
07 21 Examination Preparation
07 22 Foundations of Education
07 23 G.E.D.
07 24 Handicapped Education/Professional
07 25 Handicapped Education/Developmental
07 26 Handicapped Education/People Services
07 27 Study Skills
07 28 Systems of Education
07 99 Other Education

08 ENGINEERING AND ENGINEERING TECHNOLOGY

08 01 Aerospace & Areonautical Engineering/ Training Technology
08 02 Agricultural Engineering & Technology
08 03 Architectural Engineering & Technology
08 04 Automotive Engineering & Technology
08 05 Automotive Mechanics
08 06 Bioengineering & Technology
08 07 Chemical Engineering & Technology
08 08 Civil Engineering & Technology
08 09 Computer Engineering & Technology
08 10 Electrical Engineering & Technology
08 11 Engineering Mechanics
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08 15 Industrial Engineering & Technology
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08 17 Manufacturing Engineering & Technology
08 18 Marine Engineering Technology & Naval Architecture
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08 20 Mechanical Engineering & Technology
08 21 Metallurgical Engineering & Technology
08 22 Mining Engineering & Technology
08 23 Nuclear Engineering & Technology
08 24 Ocean Engineering & Technology
08 25 Petroleum Engineering
08 26 Surveying & Mapping
08 27 Textile Technology
08 99 Other Engineering & Engineering Technology

SBCC SUBJECT CLASSIFICATION CODE - 09 - 12

09 HEALTH CARE AND HEALTH SCIENCES

09 01 Basic Health Care Systems
09 02 Basic Health Care Sciences/Consumer
09 03 Clinical Health Sciences
09 04 Dental Technology
09 05 Electro Diagnostic Technology
09 06 Emergency Medical Service
09 07 Geriatrics
09 08 General Perspectives of Health Care & Health Sciences-Professional Development
09 09 General Perspectives of Health Care & Health Science-Instruction
09 10 Hospital Health Care Administration
09 11 Institutional Management
09 12 Medical Assistant Technology
09 13 Medical/Lab Technology
09 14 Medical Record Technician
09 15 Medicine Aide Technician
09 16 Mental Health Technician
09 17 Microbiology
09 18 Nursing, LPN
09 19 Nursing, RN
09 20 Optical Technology
09 21 Pharmaceutical Science
09 22 Physical Therapy
09 23 Psychiatric Technology
09 24 Podiatry
09 25 Public Health
09 26 Radiology
09 27 Rehabilitation & Therapy
09 28 Veterinary Medical Sciences
09 99 Other Health Care & Health Sciences

10 HOME ECONOMICS

10 01 Clothing & Textiles
10 02 Consumer Education
10 03 Food & Nutrition
10 04 Home Management/Financial
10 05 Home Management/General
10 06 Home Management/Maintenance
10 07 Housing
10 08 Human Development & Family Studies/Gerontological
10 09 Human Development & Family Studies/General
10 10 Human Development & Family Studies/Parenting
10 11 Interior Decorating
10 12 Institutional Housekeeping
10 99 Other Home Economics

11 INDUSTRIAL ARTS, TRADES, AND TECHNOLOGY

11 01 Construction & Building Technologies
11 02 Food Service/Hospitality Technologies
11 03 Graphic & Drafting Technology
11 04 Industrial Maintenance Technology/Electrical
11 05 Industrial Maintenance Technology/General
11 06 Industrial Maintenance Technology/Mechanical
11 07 Industrial & Occupational Safety
11 08 Manufacturing (Product Generation)
11 09 Photography
11 10 Personal Service
11 11 Power Systems
11 12 Product Service (Maintenance)
11 13 Textile Industrial Technology
11 14 Transportation
11 15 Travel Services Technology
11 16 Welding Technology
11 99 Other Industrial Arts, Trades & Technology

12 LANGUAGE, LINGUISTICS, AND LITERATURE

12 01 African Languages
12 02 Arabic
12 03 Chinese
12 04 Danish
12 05 Finnish
12 06 French
12 07 German
12 08 Greek
12 09 Hebrew
12 10 Italian
12 11 Japanese
12 12 Latin
12 13 Linguistics (Diachronic & Synchronic)
12 14 Native American
12 15 Norweigan
12 16 Portuguese
12 17 Russian
12 18 Sanskrit
12 19 Slavic Languages
12 20 South Asian Language
12 21 Southeast Asian Languages
12 22 Spanish
12 23 Swedish
12 24 The Study & Uses of the English Language
12 99 Other Language, Lingistics, & Literature

13 LAW

13 01 Civil & Administrative Procedure
13 02 Commercial Law
13 03 Constitutional Law
13 04 Criminal Law
13 05 Domestic Relations Law
13 06 Governmental Regulation of Business
13 07 International Law
13 08 Law of Business & Other Organizations
13 09 Law of State and Local Governments
13 10 Legal Profession
13 11 Legal Skills
13 12 Perspectives on Law
13 13 Property Law
13 14 Public Welfare Law
13 15 Regulation of Employment Relations
13 16 Regulation of the Environment
13 18 Paralegal/Professional
13 19 Taxation Law
13 20 Wills and Estates
13 99 Other Law

14 LIBRARIES AND MUSEUMS

14 01 Libraries & Museums/Administrative
14 02 Libraries & Museums/General
14 99 Other Libraries & Museums

15 LIFE SCIENCES AND PHYSICAL SCIENCES

15 01 Astronomy
15 02 Atmosphere Sciences
15 03 Biology
15 04 Chemistry
15 05 General Earth/Space Science
15 06 General Physical Science
15 07 Geology
15 08 Oceanology
15 09 Physics
15 99 Other Life Sciences & Physical Sciences

16 MATHEMATICAL SCIENCES

16 01 Applications of Mathematics/General
16 02 Arithmetic & Algebra
16 03 Classical Analysis
16 04 Classical Applied Mathematics (Physical Systems)
16 05 Functional Analysis
16 06 Geometry & Topology
16 07 Logic, Sets & Foundations
16 08 Mathematics, General Perspectives
16 09 Metric Education
16 10 Numerical Analysis & Approximation Theory
16 11 Probability
16 12 Statistics
16 13 User Oriented Mathematics
16 99 Other Mathematical Sciences

17 MILITARY SCIENCES

17 01 Military Sciences/General
17 02 National Security & Defense
17 99 Other Military Sciences

18 PHILOSOPHY, RELIGION, AND THEOLOGY

18 01 Aesthetics
18 02 Epistemology
18 03 Ethics
18 04 History & Traditions of Philosophy
18 05 Historical Theology
18 06 Logic & Philosophical Methodology
18 07 Metaphysics
18 08 Moral & Ethical Studies
18 09 Pastoral Studies
18 10 Phenomenology of Religion
18 11 Philosophical Foundations
18 12 Religion & Human Experience
18 13 Sacred Writings
18 14 Social & Political Philosophy
18 15 Specific Religions
18 16 Systematic Theology
18 99 Other Philosophy, Religion & Theology

SBCC SUBJECT CLASSIFICATION CODE - 19 - 22

19 PHYSICAL EDUCATION, HEALTH EDUCATION, AND LEISURE

19 01 Dance
19 02 Driver Safety Education
19 03 Exercise Therapy
19 04 Health Education
19 05 Kinesiology
19 06 Leisure
19 07 Physical Education/Fitness
19 08 Physical Education/General
19 09 Physical Education/Safety
19 10 Self-Defense
19 11 Sports Officiating
19 99 Other Physical Education, Health Education & Leisure

20 PSYCHOLOGY

20 01 Biopsychology
20 02 Environmental Psychology
20 03 Experimental Psychology
20 04 Foundations of Psychology
20 05 Psychological Programs/Applied & Professional
20 06 Psychology in Economics, Industry & Government
20 07 Psychology of the Individual
20 08 Psychometrics
20 09 Social Psychology
20 99 Other Psychology

21 PUBLIC ADMINISTRATION AND SOCIAL SERVICES

21 01 Police, Law Enforcement
21 02 Public Administration
21 03 Public Recreation
21 04 Public Servie Technology
21 05 Public Works
21 06 Safety & Correctional Services
21 07 Social Work
21 08 Volunteer Organization Management
21 99 Other Public Administration & Social Services

22 SOCIAL SCIENCES AND SOCIAL STUDIES

22 01 Anthropology
22 02 Economics
22 03 Geography
22 04 History/Thematic, Area, Period & Person
22 05 Political Science & Government
22 06 Sociology
22 99 Other Social Sciences & Social Studies

APPENDIX C

COMAR13C.01.01.05

COMAR 13C.01.01.05

H. If State or federally funded contracts or grants pay for program or course costs, State aid will not be paid for that proportion of full-time equivalent students whose total costs are funded by the grant or contract. A community college may request the State Board for Community Colleges to make specific exceptions to this policy.

SBCC Procedures:

In order to implement the above policy, the following administrative procedures have been established.

When programs/courses are funded by State or federal contracts or grants, community colleges will adjust their FTE enrollment for State aid purposes by the following process:

(a) Estimate the total cost of programs/courses financed by contracts and/or grants to offer instructional programs/courses.

(1) Direct costs are those expenses that are readily identifiable with a final cost objective (program/course). For purposes of COMAR 13C.01.01.05, direct costs include compensation costs.

(2) Indirect costs are those expenses which are not readily identifiable with a final cost objective (program/course), but that can be reasonably allocated to a final cost objective (program/course) on an equitable basis. For purposes of COMAR 13C.01.01.05, indirect costs are all costs other than direct costs. Indirect costs are allocated to the program/course on the basis of credit and equated credit hours generated.

(3) Total costs are the sum of the direct and indirect costs that are identifiable with or can be reasonably allocated to a final objective (program/course).

(b) Estimate the total full-time equivalent students generated by the program/course.

(c) Determine total dollars received for the program/course from State or federally funded contracts and/or grants.

(d) Estimate total program/course costs per full-time equivalent student.

(e) Divide total State or federal aid received for that program/course by total estimated costs per estimated full-time equivalent student.

(f) Do not submit for State aid those full-time equivalent students found by dividing the State or federal aid received for that program or course by the total costs per FTE for the program/course.

(g) Adjust SBCC-CC-2 and SBCC-CC-3 enrollment reports on a current basis for estimated FTE to be eliminated from State aid by the State or federal contract or grant.

(h) Determine, through the year-end audit, the actual program/course costs and FTE generated and make subsequent year adjustment when determined necessary by the College's C.P.A. firm.

The following are programs currently excluded from COMAR 13C.01.01.05:

(1) Any State or federal student scholarship, grant, loan, or work study programs provided either directly to students or directly to institutions

(2) Veterans' cost of instruction program or G.I. Bill payments

(3) Continuing Education and Community Service - Title I grants.

(4) Division of Vocational-Technical Education grants

(5) Desegregation grants

(6) Appalachian Regional Commission grants

(7) Title II - Library resources

(8) Alumni funds - Grants, gifts, and bequests

(9) Title III - Aid to developing institutions

(10) Direct payment of students' regular tuition and fees

(11) Nursing capitation grants

(12) State industrial training grants

(13) All funds donated from sources other than State and federal agencies

(14) Any portion of State or federal contract and/or grant funds designated for the purchase of equipment

APPENDIX D

TALENTED AND GIFTED

GIFTED AND TALENTED STUDENTS

13C.01.01.12

A. The Education Article, §8-201, Annotated Code of Maryland, defines gifted and talented children as follows: "In this subtitle 'gifted and talented child' means an elementary or secondary school student who is identified by the professionally qualified individuals as having outstanding abilities in the area of: (1) general intellectual capabilities; (2) specific academic aptitudes; or (3) the creative, visual, or performing arts." Consistent with the policy of the State to encourage programs for the gifted and talented, community colleges may permit enrollment by students identified by the appropriate school authorities as gifted and talented in accordance with the above definition. In these cases, the following provisions shall apply:

(1) Students shall be eligible to participate in community college programs during regular school hours only if recommended in writing by the appropriate public or private school official in accordance with policies adopted by the county board of education or private school trustees, and the community college board of trustees.

(2) Gifted and talented students may enroll in programs or other college-level credit or noncredit courses, as determined individually by the appropriate college and school officials.

(3) Each board of trustees shall levy and collect tuition and fees, as established by the board of trustees in accordance with law. These funds may be collected from the student or parents, or from a third party as agreed to by the board of trustees.

(4) Unless the context clearly requires otherwise, all other policies and procedures of the Board shall remain in effect and apply to the students, services, and program specified in this regulation.

B. The State Board for Community Colleges may share information and coordinate actions with the State Board for Higher Education, the State Board of Education, and the Education Coordinating Committee in regard to gifted and talented students.

APPENDIX E

STUDENT RESIDENCY POLICY

APPENDIX E

STUDENT RESIDENCY POLICY

13C.01.01.10

A. Each community college board of trustees shall adopt and publish in the college catalog a policy governing classification of students by domicile for tuition purposes.

B. After July 1, 1981, the policy adopted by each board of trustees shall be consistent with the provisions stated below.

C. Each policy shall distinguish at least the following categories of students:

(1) Residents of the county or counties that support the colleges;

(2) Maryland residents from outside the county or counties that support the college; and

(3) Out-of-State residents.

D. The following provisions shall be contained in each policy:

(1) Out-of-State students shall pay tuition in accordance with Education Article, §16-407(a), Annotated Code of Maryland;

(2) Out-of-county or out-of-region students shall pay tuition in accordance with Education Article, §16-407(b), Annotated Code of Maryland;

(3) A student is an out-of-state student if he is not a Maryland resident;

(4) A student is an out-of-county or out-of-region student if he is not a resident of the county or counties which support the community college;

(5) A student is a Maryland, county, or region resident if he maintains his legal domicile there and has done so for a period of not less than three (3) months before the date of his enrollment at the community college.

(6) For a student to be considered a Maryland resident for purposes of this policy, the student must possess the legal capacity under State and federal law to establish Maryland domicile.

E. In establishing the domicile of a person enrolling in a credit course at a community college, the following procedure shall prevail:

(1) Students shall be advised through the catalog or other official college publications of the meaning of domicile as "a person's permanent place of abode, where physical presence and possessions are maintained and where he intends to remain indefinitely. The domicile of a person who received more than one-half of his financial support from others in the most recently completed year is the domicile of the person contributing the greatest proportion of support, without regard to whether the parties are related by blood or marriage."

(2) At the time of admission to or initial enrollment in any credit course at the community college, each student shall sign a statement affirming domicile and the factual basis for the claim of domicile.

(3) At the time of each subsequent enrollment, policy provisions, to be published in the catalog, shall require that each student indicate whether his domicile is the same as or different from the affirmed at initial enrollment. If facts indicate the domicile has changed, the student shall complete a new statement.

(4) Adequacy of Factual Basis for Domicile.

(a) In determining the adequacy of the factual basis for domicile provided by the student, a designated college official shall consider any or all of the following factors and may request evidence for substantiation:

(i) Ownership or rental of local living quarters;

(ii) Substantially uninterrrupted physical presence, including the months when the student is not in attendance at the college;

(iii) Maintenance in Maryland and in the county of all, or substantially all, of the student's possessions;

(iv) Payment of Maryland State and local piggy-back income taxes on all taxable income earned, including all taxable income earned outside the State;

(v) Registration to vote in the State and county;

(vi) Registration of a motor vehicle in the State, with a local address specified, if the student owns or uses such a vehicle;

(vii) Possession of a valid Maryland driver's license, with a local address specified, if the student is licensed anywhere to drive a motor vehicle.

(b) These factors shall be published in the college catalog.

F. In establishing the domicile of a person enrolling in a noncredit continuing education course at a community college, a person shall indicate on a signed registration document whether he is a resident of the State and the county or region.

G. In addition to the general requirements above, the following provisions apply to the specific categories of students indicated:

(1) Millitary personnel and their dependents who were domiciliaries of Maryland at the time of entrance into the armed forces and who are stationed outside the State may retain Maryland domicile as long as they do not establish domicile elsewhere.

(2) Military personnel stationed in Maryland who were not Maryland domiciliaries at the time of entrance into the armed forces and their dependents may be considered a resident for tuition purposes as long as they remain on active duty in the State.

(3) An individual's immigration status shall not preclude aware of Maryland residency under this policy if the individual has the legal capacity to establish domicile in Maryland.

(4) A student enrolled in a program designated as Statewide or regional by the State Board for Community Colleges may be considered a resident for tuition purposes if domiciled in the approved region for the program.

(5) A student from outside the State who enrolls as part of a reciprocity agreement negotiated between Maryland and another state may be considered a resident for tuition purposes.

H. A person shall be provided the opportunity to request a change in residency classification or to appeal current classification within a reasonable time of a decision by the community college. The policy of the board of trustees shall specify the procedures for appeal.

I. Notwithstanding any other provision, a community college may adopt a policy allowing it to enter into a contract with a business or industry that maintains facilities, operates, or does business in the State to provide education or training for company employees for a set contractual fee in place of payment of tuition under the following conditions:

(1) The employee is enrolled in credit or noncredit courses which will benefit the employer;

(2) The company pays the fee charged by the college;

(3) The fee reasonably reflects the usual costs borne by students in the same or similar courses;

(4) The employees enrolled under this program shall be treated as any other students in accordance with college policies and procedures and the general policies of the State Board for Community Colleges, with the exception of payment of tuition.

J. A person who is a Maryland resident in accordance with the above requirements shall be eligible to be considered a Maryland resident for purposes of State aid.

K. Each community college shall submit a copy of the policy approved by the board of trustees to the State Board for Community Colleges.

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ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024
NOV 4 1983